DOCUMENT RESUME

ED 210 301 TM 810 947

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TITLE Program Profile Handbook.
INSTITUTION Wisconsin School Evaluation Consortium, Madison.
PUB DATE 81
NOTE 81p.: For related documents see TM 810 922, TM 810 946, and TM 810 948.
AVAILABLE FROM Wisconsin School Evaluation Consortium, 409 Education, University of Wisconsin-Madison, Madison, WI 53706 ($150.00 per set).

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Data Collection: Elementary Secondary Education: Evaluation Methods: *Program Effectiveness: *Program Evaluation: *School Districts: School Surveys: *Self Evaluation (Groups)

ABSTRACT

This is a manual designed to help program subcommittees conduct the evidence collection phase of their self-studies. The program philosophy and objectives should be decided upon by the subcommittee. The profile should continue gathering information which was initially gathered for a district database. These two documents will focus on the operation of the program. The manual is divided into two main sections: program delivery and program outcomes. This profile will be followed by the final phase of self study, which is the program evaluation. Samples of survey forms for administrators, teachers, parents, and students are included and explained. Methods for measuring student achievement and performance are also illustrated. (DWH)

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PROGRAM PROFILE HANDBOOK

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PROGRAM

PROFILE

HANDBOOK

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USER'S GUIDE

The purpose of this manual is to help program subcommittees conduct the evidence collection phase of their self-studies. It, along with the district data base, will contain the bulk of the evidence needed.

A good deal will have transpired before this point in your activities.

The district wide steering committee will have met with you and shared the long range evaluation plan. Part of the steering committee's orientation will have included the criteria which are to guide you in completing your self-study. This manual contains data collection techniques and instruments to assist you in meeting the steering committee's criteria.

By this time, your subcommittee should have tentatively established the program's intent. That is, you have have written a program mission statement (a program philosophy really) and program objectives. In the case of most curricular programs, the objectives will be described in terms of learner expectations. Unless your district has spent a good deal of time prior to becoming involved with the long range evaluation plan, it is likely that the learner expectations will be your first attempt to capture in writing what it is you want students to be able to know, do, and value as the result of exposure to your program. Final ratification of the mission statement and expectations--the program intent--will not occur until well after the self-study is completed. Even though the statement of program intent with which you are now working is tentative, it does represent your vision of what you and other staff feel the program ought to be doing for students.

Now you should be ready to collect some evidence about how the program really is operating. A good portion of the evidence collection has already been done for you. You should have received from the steering committee a copy of the district data base. Part of what's in it is evidence about the context in which your program exists and which influences what the program is like. It has information about the community, the students, the staff, and the financial resources available to fund programs, including yours. It also has data that applies to your program in particular, since it was more efficient to collect information about district administered test results, inservice activities, text and materials adoption practices, and the like at the district level where the data base was done.

Now you need to start where the district data base left off. This handbook contains the means for collecting and/or creating the remaining program-specific evidence you'll need to meet the steering committee's criteria. Together with the data base, your program's profile will construct a picture of how your program is currently being delivered to the students it is intended to serve.

The two documents, data base and profile, will focus on what you are doing now. It will help you get evidence about the program's current delivery and about outcome evidence that shows how well the program, as it's now operating, is doing. This manual is divided into two main sections: program delivery and program outcomes. Although there is some evidence about both in each section, the central evidence in each section is on either program delivery or program outcomes.

Because some of the evidence about both delivery and outcomes suggested in this handbook may involve doing some surveying, you are strongly urged to read the section in the DISTRICT DATA BASE HANDBOOK called A Word About Conducting Surveys. It isn't long and will be well worth your while in the long run to have digested thoroughly.

The final phase of your self-study, program evaluation, will actually analyze all the evidence in terms of your tentative program intent documents in order that you draw some conclusions about how effective your current program is. During that final self-study phase, you and the other subcommittee members will try to determine the distance between what you and other staff said you want the program to do (intent) and what it is doing (delivery and outcomes). In your evaluative conclusions, you'll identify what you consider to be the weaknesses of the program (where it is farthest from intent as it's currently delivered or where your tentative intent statements were set too high or too low), and what you consider to be the strengths (where it comes closest to intent). Then you will make some recommendations for closing the gap between intent and delivery by making some recommendations. Those recommendations will be about both needed changes in delivery and needed modifications in the intent. They will try to align the two in the best possible ways.

As you probably know already, there is another manual, called the PROGRAM EVALUATION HANDBOOK, that will assist you in that analysis.

For right now, though, remember that this handbook is for your convenience in meeting the steering committee's criteria. You will collect only the kinds of evidence the criteria mandate. If you want to go beyond the criteria, or modify them, you will need to let the steering committee know about your plans and make sure that there is money and time available to do so.

If you already have the data suggested in this handbook, but it's in another form, don't hesitate to disregard the forms included here. Use what you have—in the form it's in—provided it is understandable. Should the forms constrain you from displaying what's really going on, modify them to suit your needs.

A word of caution about modifying the surveys. If you feel they contain questions that aren't useful, or if they don't have questions you really want the answers to, ask the steering committee about modifying them. All of the surveys have been designed to be machine scored and data processed through a standard program at the University of Wisconsin-Madison Testing and Evaluation (T & E) Service. If you are going to have them processed there, modifications may mean more time and money, since the standard computer programs developed for processing will have to be modified as well or new ones will have to be written (by very high priced computer programmers). It might be better to get a little data that's marginally useful than it would be to modify the surveys. But if you feel that important data will not be collected with the instruments as they are written in this handbook, it's worth pursuing to find out what the cost and time consequences would be. The person who could give you the best answers about them is:

Ms. Char Tortorice, Program Supervisor
Testing and Evaluation Services
366 Educational Sciences Building
University of Wisconsin
Madison, WI 53706

(608) 262-5863

Finally, if you have any questions about the forms, surveys, or the process, check with the steering committee. If you can't get what you need from that source, just give us a call at the SEC office in Madison.

PROGRAM DELIVERY

PROGRAM SPENDING INSTRUCTION SHEET

The Program Spending part of the self-evaluation is geared to the new WESSAS Accounting system all Wisconsin districts will be using beginning in 1980-81. Codes used in the WESSAS system are provided next to each of the items in the instrument, so that finding the numbers needed becomes relatively simple. All one needs to do is to retrieve, either by looking or by asking the computer to do it, the required dollars from the numbered account.

The WESSAS system has eight things called DIMENSIONS, which are used to pin down everything imaginable (well, almost) about how a district spends its money. The two dimensions to be concerned with for filling out this instrument are OBJECT and FUNCTION. In essence, the OBJECT dimension tells you what kind of things you are spending money on, like salaries, capital supplies, classroom materials, and so on. The FUNCTION dimension tells you why, in general, you are spending the money. There are function categories for lots of things, including curricular programs. Your task, if you want to use the WESSAS system to find out how much you are spending on specific things for specific reasons, is to find the appropriate FUNCTION number and then to look at the appropriate OBJECT numbers within that function. Or, to put it less muddily, if you want to know how much you spent on rental media for social studies, you find the social studies function number (127,000) and look for rental media (object number 436) and write the number down in the space provided in our instrument. See, that's not so bad.

Before we provide you with a cheat sheet of WESSAS code numbers for different functions, we've got to warn you about two things which could make the figures you report misleading:

1. IF YOUR BUDGET DOES NOT BREAK OUT ELEMENTARY SCHOOL SPENDING BY CURRICULAR AREAS, THE WESSAS FUNCTION NUMBERS WILL, IN EFFECT, ONLY TELL YOU WHAT YOU ARE SPENDING ON THE PROGRAM ONCE IT HAS BECOME DEPARTMENTALIZED.

   In order to solve this problem, since most districts lump their elementary spending into what WESSAS calls Undifferentiated Curriculum (function number 110,000), we suggest that if you have an undifferentiated budget, you guess about how much of that budget is spent on the program being evaluated and report that on the sheets. You should also explain that in the more detailed questions (how much is spent on rental media in social studies) that you are ONLY REPORTING THE DEPARTMENTALIZED SPENDING. Under these circumstances, getting the specific elementary spending figures may be more trouble than it is worth, so you shouldn't do it unless you really really want those figures for something.

2. IF YOU PULL OUT ALL SPENDING BY FUNCTION (E.G., ALL SOCIAL STUDIES SPENDING), YOU MAY INCLUDE SALARIES AND FRINGES FOR SOCIAL STUDIES TEACHERS IN THAT AMOUNT IF YOU REPORTED THAT INTO THE SYSTEM IN THE FIRST PLACE.

   Including salaries and fringes in program spending figures is a no no. You should subtract them if they are included, since it will be a misleading statistic if they're included. All we/you are interested in is how much the district spends on non-salary items to implement this program for kids.

WESSAS CODING CHEAT SHEET: THE FUNCTION DIMENSION

The FUNCTION Dimension, as we've noted, is what you need to find if you are to use the WESSAS system to retrieve information about how much you spent on programs. To make that easier, we've listed below (courtesy of the DPI) the latest Code Numbers for the functions (programs) you might be reviewing as part of a continuous process SEC evaluation.

INSTRUCTION FUNCTIONS

Undifferentiated Curriculum (non-departmentalized elementary)	110000
Regular Curricular Programs (all regular 120000)	
Art	121000
English	122000
Foreign Language	123000
Math	124000
Music	125000
Science	126000
Social Studies	127000
Other	129000
Vocational Curricular Programs (all vocational 130000)	
Agriculture	131000
Business	132000
Distributive Ed	133000
Health Occupations	134000
Home Economics	135000
Industrial Ed	136000
Vocational Guidance	137000
Vocational Special Needs	138000
Physical Curricular Programs (all physical 140000)	
Health	141000
Safety	142000
Physical Education	143000
Recreation	144000
Driver Education	145000
Special Curricular Programs (all special 150000)	
Culturally/Socially Handicapped	151000
Early Childhood	152000
Emotionally Handicapped	153000
Gifted and Talented	154000
Mentally Handicapped	155000
Physically Handicapped	156000
Learning Disabled	157000
Co-Curricular Programs (all co-curricular 160000)	
Academic Co-Curricular Programs	161000
Athletic Co-Curricular Programs	162000
for females	162100
for males	162200
for both	162300
Music Co-Curricular Programs	163000
Public Service Co-Curricular Programs	164000
Support Service Function Numbers	
Guidance	213000
Health	214000
IMC/Media	222000

PROGRAM SPENDING

Program Name

Grade Spans Covered

Number of Pupils Served

1. At the elementary level (identify grade span, e.g., K-6, K-8, K-5)

2. At the junior high/middle school level

3. At the high school level
   a. in courses required of all students
   b. in courses elected by some students

District Spending for Total Program (see instruction sheet

1. Total Program Spending (appropriate function dimension minus the object categories salaries and benefits, series 100 and 200 in the object dimension)
   a. amount spent on the program _____
   b. percent of district budget _____

2. If accounts are kept using the function category UNDIFFERENTIATED CURRICULUM, complete this section
   a. Total Undifferentiated Curriculum Spending (WESSAS FUCNTION Dimension, series 110,000) minus salaries and benefits (object dimension, series 100 and 200)
   b. Estimated amount of Undifferentiated Curriculum spending allocated to this program
   c. Percent of Total Undifferentiated Curriculum spending allocated to this program

3. If you answered number 2 above, answer this question also
   a. total amount (1 + 2) spent on this program _____
   b. percent of district budget spent on this program _____

PROGRAM SPENDING

Breakdown of Program Spending (see instruction sheet)

1. All Purchased Services (amount found in your function category under OBJECT series 300)

   _____

   a. Pupil Travel (found in your function category under OBJECT number 340)

      _____

   b. All Employee Travel (found in your function category under OBJECT number 342)

      _____

2. All Non-Capital Objects (amount found in your function category under OBJECT series 400)

   _____

   a. All Supplies (found in your function category under OBJECT numbers 411-419, or summarized as number 410)

      _____

   b. All materials (amount found in your function category under OBJECT numbers 421-429, or summarized as number 420)

      _____

   c. All Media (found in your function category under OBJECT numbers 431-439, or summarized as 430). It is recommended that you break media spending down as follows:

      all media spending (430) _____
      audio/visual media (431) _____
      newspapers (433) _____
      periodicals (434) _____
      media rental (436) _____
      textbooks (437) _____
      workbooks (438) _____

   d. All Non-Capital Equipment (number 440) _____

3. All Capital Spending (found in your function category under OBJECT series 500)

   a. All Capital Spending _____

   b. Spending for Capital Equipment (550) _____

INSTRUCTIONAL MATERIALS INVENTORY

CODING INSTRUCTIONS

Each curricular program subcommittee should complete the INSTRUCTIONAL MATERIALS INVENTORY form. More than one sheet may be needed for each program. The information being requested in each column is as follows:

a. Copyright: (self-explanatory)

b. Year Adopted: (self-explanatory)

c. Life Expectancy: The number of years the program subcommittee estimates the material will be current and physically usable.

d. Reading Level: Readability level can be determined in conjunction with a district or CESA reading specialist or a university professor of reading. Computer programs are available for determining reading levels.

e. Cultural Bias: This is a subjective rating made by consensus of the program subcommittee, using the following scale:

1 = little or no cultural bias
2 = some cultural bias
3 = much cultural bias

f. Sex Bias: Again, This is a subjective rating made by consensus of the program subcommittee, using the following sclae:

1 = little or no sex role stereotyping
2 = some sex role sterotyping
3 = much sex role stereotyping

Community members might be used to assist in compiling judgements about both cultural and sex bias in instructional materials.

g. Type: This is a coding to show what kind of instructional material is being used. The following abbreviations can be used:

H = hardbound book
P = paperback
S = softbound book or manual
T = teacher or district developed material that is not formally published and/or copyrighted
G = games and simulation
V = nonprint audio and/or visual
O = other

h. Unit Cost: This column should list either the publishers' prices or an estimate of the cost to duplicate staff or district developed material.

INSTRUCTIONAL MATERIALS INVENTORY

PROGRAM

Material's Name	Grade Level or Course in Which Used	Copyright	Year Adopted	Life Exp.	Reading Level	Culture Bias	Sex Bias	Type	Unit Cost

GRADE DISTRIBUTIONS

Program Name

BY GRADE LEVEL	5 Years Ago					3 Years Ago					2 Years Ago					Last Year				
	A	B	C	D	F	A	B	C	D	F	A	B	C	D	F	A	B	C	D	F
Grade 1																				
Grade 2																				
Grade 3																				
Grade 4																				
Grade 5																				
Grade 6																				
Grade 7																				
Grade 8																				
BY COURSE																				

TEACHER SURVEY INSTRUCTIONS

PURPOSE OF THE SURVEYS

The two surveys shown after these instructions in the handbook are designed for one purpose: to give all teachers who teach this subject an opportunity to present their reactions and judgements about the program's intent, the program's delivery, and its outcomes.

Teacher Survey I

The first teacher survey elicits responses about the program intent, the mission statement and the listing of learner expectations. It is often administered right after the mapping exercise, during which program staff provided you, the program subcommittee, what they felt they were expecting of students in the current program. Hopefully you will have taken those mapping forms, which describe what is now being taught and learned, and put the expectations into a somewhat modified listing of expectations that is better articulated than the mapping description showed the program to be. Since it's very likely that you will have made some modifications in what teachers listed in their mapping--moving the program intent toward a more "ideal" state--and since few of the program staff will have seen any learner expectations except those they submitted, all teachers in the program should have a chance to react to the complete, articulated listing you have prepared.

TEACHER SURVEY I gives them an opportunity to react to your modified listing and to respond to the program mission statement as well. The results of this first teacher survey will enable you to make one more revision of both the mission statement and the learner expectations if necessary. It will also help solidify the basis upon which you will ultimately evaluate the program's effectiveness, when you reach the final phase of your self-study, program evaluation.

Teacher Survey II

The second teacher survey concentrates on program delivery and program outcomes. The results of the tabulated responses will give your subcommittee much information about how the staff perceives the way the program is being delivered now. It too will be very important when you reach the final evaluation phase of the self-study, since it will serve as one crucial piece of evidence, along with the many other kinds of evidence you collect about your program.

ADMINISTERING THE SURVEYS

If the program staff (everyone who teaches this subject, including elementary teachers too if they do) is small—fewer than 6 or 7—you may not want to use either of the teacher surveys. You can just ask everyone orally what you want to know. Then when you get to the evaluation phase of the self-study and fill out the Program Evaluation Instrument, you can simply include what you found out about teachers' perceptions, along with the other evidence you collected during this data collection phase of the self-study.

When To Administer the Surveys

The surveys can be administered separately, several weeks or months apart. Or they can be administered together. Much will depend upon your self-study time schedule. Just remember that TEACHER SURVEY I is aimed at massaging the program intent document, while TEACHER SURVEY II is intended to get teachers' views about how the program is being delivered right now.

Both however require reactions to the mission statement and listing of learner expectations, so they should accompany the surveys when they are administered.

How to Administer the Surveys

You will want to check with the administration about the best ways to get the surveys completed by the program staff. Some program subcommittees may want esch teacher to fill out the surveys on an individual basis. Some will want teachers to work in groups to fill them out. If you opt to have teachers work in groups, a lot of important communication can occur. You may want to have all the teachers who teach a given grade in each building work together. In very small districts or buildings, you may want to group teachers so that all primary, intermediate, middle/junior high, and senior high teachers work together. Then each group of teachers would complete one survey by coming to a consensus about how to respond to each item.

The advantage of grouping is obviously that there will be fewer responses to tabulate and good discussions are likely to be prompted. The concomitant disadvantage is that "strong" teachers in groupings could suppress some responses that teachers might make if they worked individually. Some combination is best: having individuals fill out surveys and then come together in groups to discuss the instrument.

TABULATING RESPONSES

Both surveys have been structured so that a standard answer sheet can be used in scoring them by machines. If the number of responses is small enough so that tabulating them by hand will not take inordinate amounts of time, machine scoring is of course unnecessary. However, if the number of staff responding is larger, you will want to check with the steering committee or the administration about having them machine processed. Data processing will eanble you to do many manipulations that hand scoring would preclude. For example, you could find out, through data processed tabulations, whether primary teachers hold different views from secondary or intermediate teachers. Or if experienced teachers answered differently from inexperienced teachers, etc.

If you decide to machine score either survey, the administration can tell you where to obtain machine scoring. But you should know that the University of Wisconsin-Madison has a testing service which can process the responses for you. After checking with the administration, you can contact

Ms. Char Tortorice, Program Supervisor
Testing and Evaluation Services
366 Educational Sciences Building
University of Wisconsin
Madison, WI 53706

(608) 262-5863

She will be able to give you the information you need about turnaround time and prices. Or you may want to call us at the School Evaluation Consortium office and we will help make arrangements with the University Testing and Evaluation Service for you.

Standard Answer Sheets

If the decision is made to machine score the surveys, the most cost effective approach to use is the standard answer sheet. Wherever you have the responses scored is the place to talk to about processing. But if you opt for the University's T & E services, you can easily use the X5 Answer Sheet for both surveys, a sample of which follows these instructions.

UNIVERSITY OF WISCONSIN

X5

GENERAL PURPOSE ANSWER SHEET

EXAMPLE

WRONG
1 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
WRONG
2 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
WRONG
3 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
RIGHT
4 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

INSTRUCTIONS

- Use pencil only - No. 2 or softer.
- Do not make any stray marks.
- Make all responses dark, glossy and complete as shown in these examples.
- Mark your name and identification number on the other side if you are requested to do so.
- Do not make any stray marks in this shaded area.

EXAMPLE

121 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	141 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	161 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	181 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	201 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	221 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
T F	T F	T F	T F	T F	T F
122 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	142 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	162 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	182 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	202 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	222 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
T F	T F	T F	T F	T F	T F
123 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	143 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	163 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	183 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	203 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	223 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
T F	T F	T F	T F	T F	T F
124 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	144 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	164 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	184 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	204 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	224 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
T F	T F	T F	T F	T F	T F
125 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	145 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	165 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	185 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	205 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	225 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
T F	T F	T F	T F	T F	T F
126 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	146 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	166 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	186 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	206 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	226 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
T F	T F	T F	T F	T F	T F
127 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	147 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	167 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	187 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	207 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	227 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
T F	T F	T F	T F	T F	T F
128 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	148 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	168 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	188 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	208 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	228 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
T F	T F	T F	T F	T F	T F
129 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	149 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	169 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	189 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	209 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	229 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
T F	T F	T F	T F	T F	T F
130 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	150 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	170 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	190 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	210 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	230 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
T F	T F	T F	T F	T F	T F
131 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	151 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	171 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	191 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	211 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	231 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
T F	T F	T F	T F	T F	T F
132 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	152 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	172 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	192 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	212 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	232 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
T F	T F	T F	T F	T F	T F
133 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	153 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	173 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	193 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	213 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	233 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
T F	T F	T F	T F	T F	T F
134 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	154 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	174 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	194 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	214 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	234 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
T F	T F	T F	T F	T F	T F
135 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	155 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	175 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	195 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	215 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	235 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
T F	T F	T F	T F	T F	T F
136 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	156 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	176 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	196 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	216 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	236 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
T F	T F	T F	T F	T F	T F
137 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	157 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	177 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	197 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	217 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	237 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
T F	T F	T F	T F	T F	T F
138 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	158 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	178 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	198 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	218 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	238 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
T F	T F	T F	T F	T F	T F
139 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	159 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	179 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	199 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	219 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	239 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
T F	T F	T F	T F	T F	T F
140 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	160 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	180 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	200 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	220 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ	240 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

UNIVERSITY OF WISCONSIN-MADISON, 1973

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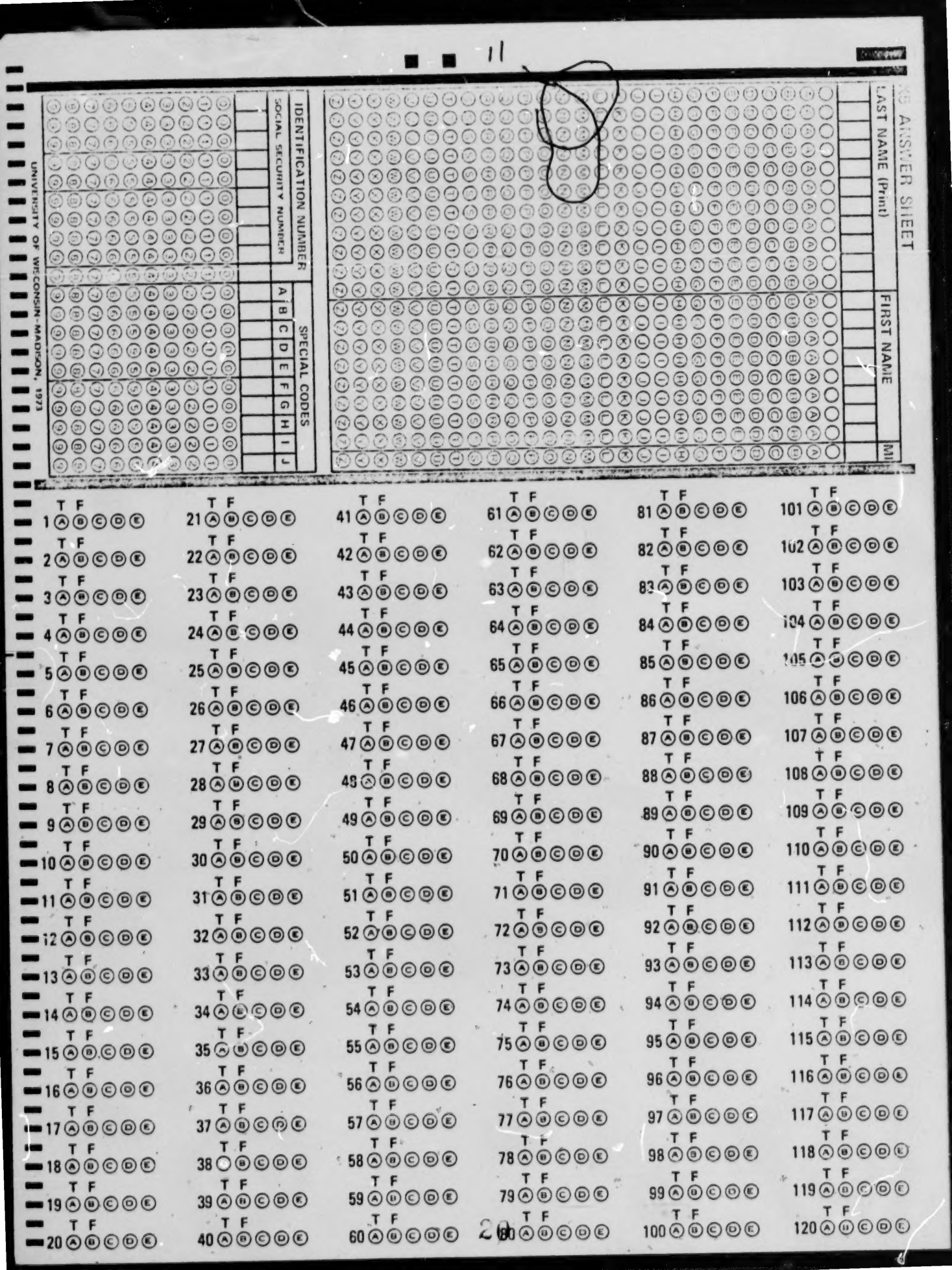

ANSWER SHEET

LAST NAME (Print) | FIRST NAME | MI

IDENTIFICATION NUMBER

SOCIAL SECURITY NUMBER

SPECIAL CODES

A B C D E F G H I J

UNIVERSITY OF WISCONSIN-MADISON, 1973

1 T F A B C D E	21 T F A B C D E	41 T F A B C D E	61 T F A B C D E	81 T F A B C D E	101 T F A B C D E
2 T F A B C D E	22 T F A B C D E	42 T F A B C D E	62 T F A B C D E	82 T F A B C D E	102 T F A B C D E
3 T F A B C D E	23 T F A B C D E	43 T F A B C D E	63 T F A B C D E	83 T F A B C D E	103 T F A B C D E
4 T F A B C D E	24 T F A B C D E	44 T F A B C D E	64 T F A B C D E	84 T F A B C D E	104 T F A B C D E
5 T F A B C D E	25 T F A B C D E	45 T F A B C D E	65 T F A B C D E	85 T F A B C D E	105 T F A B C D E
6 T F A B C D E	26 T F A B C D E	46 T F A B C D E	66 T F A B C D E	86 T F A B C D E	106 T F A B C D E
7 T F A B C D E	27 T F A B C D E	47 T F A B C D E	67 T F A B C D E	87 T F A B C D E	107 T F A B C D E
8 T F A B C D E	28 T F A B C D E	48 T F A B C D E	68 T F A B C D E	88 T F A B C D E	108 T F A B C D E
9 T F A B C D E	29 T F A B C D E	49 T F A B C D E	69 T F A B C D E	89 T F A B C D E	109 T F A B C D E
10 T F A B C D E	30 T F A B C D E	50 T F A B C D E	70 T F A B C D E	90 T F A B C D E	110 T F A B C D E
11 T F A B C D E	31 T F A B C D E	51 T F A B C D E	71 T F A B C D E	91 T F A B C D E	111 T F A B C D E
12 T F A B C D E	32 T F A B C D E	52 T F A B C D E	72 T F A B C D E	92 T F A B C D E	112 T F A B C D E
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17 T F A B C D E	37 T F A B C D E	57 T F A B C D E	77 T F A B C D E	97 T F A B C D E	117 T F A B C D E
18 T F A B C D E	38 T F A B C D E	58 T F A B C D E	78 T F A B C D E	98 T F A B C D E	118 T F A B C D E
19 T F A B C D E	39 T F A B C D E	59 T F A B C D E	79 T F A B C D E	99 T F A B C D E	119 T F A B C D E
20 T F A B C D E	40 T F A B C D E	60 T F A B C D E	80 T F A B C D E	100 T F A B C D E	120 T F A B C D E

TEACHER SURVEY I

_____
Program Name

Our district is conducting an evaluation of this program. Before we can determine how effective it is, however, we need--as a total staff--to define as precisely as we can what it is we think the program ought to be doing for the students it serves. Perhaps you know that a subcommittee has been selected to direct the self-evaluation of the program. To date, we--the subcommittee members--have developed a mission statement for the program (a philosophy really) and you have been involved in helping to describe the learner expectations we currently have for students at every grade level.

Using the learner expectations everyone who teaches this program submitted to us earlier, we have developed this survey, which will give you an opportunity to react to both the mission statement, and to the complete listing of learner expectations supplied us by all staff and then modified somewhat. This listing of expectations is our first attempt to define what the program should do for students. The responses on this survey will help us further refine the mission statement and the learner expectations. Once this development phase has been completed, we will conduct an evaluation of the program as it is currently being delivered to see how close we are coming to meeting our definition of program intent.

This survey has two parts. Part I has multiple choice responses while Part II is open ended. If you have been provided with an answer sheet for data processing, please use it to mark all your answers. Make sure to darken the circled number or letter you choose for each item response as well as you can. Use a DARK LEAD PENCIL not a pen. The scanning equipment is very sensitive, but it won't pick up responses made in ink. If no answer sheet is provided, simply circle your response right on this form in the Part I multiple choice section.

Before you begin the survey, we'd like a little information about the staff members completing it. Please be assured that your responses will be kept strictly confidential. You do not need to put your name on the survey or the answer sheet. All teachers' responses will be grouped and processed so that no individual's identity or answers will be revealed.

BACKGROUND INFORMATION

Please locate the SPECIAL CODES section of your answer sheet. Then darken onecircled number in each of the columns mentioned in the box below. Use the following codes. If a group rather than an individual is completing the survey, disregard items B and C.

A. In column A, indicate the level at which you or the group completing this survey now are assigned:

0 = elementary
1 = elementary and middle school
2 = middle/junior high
3 = junior/senior high
4 = senior high
5 = all grades

B. In column B, indicate your sex: 0 = Male 1 = Female

C. In column C, show the number of year's teaching experience you have:

0 = less than 1 year
1 = 1-2 years
2 = 3-5 years
3 = 6-10 years
4 = 11 or more years

PROGRAM INTENT

Please respond to the questions below, using the following scale:

A = YES with no or few exceptions
B = YES with several exceptions
C = NO
D = UNCERTAIN or DOESN'T APPLY

If you have an answer sheet, darken completely the one best response from the codes above. Make sure you have turned the sheet and are now beginning on response item #1.

DATA PROCESSING CODE NUMBER: SEC 201
X5 ANSWER SHEET

PART I

MISSION STATEMENT

1. Does the mission statement adequately reflect the district philosophy? A B C D
2. Does it adequately reflect community values? A B C D

MEETING STUDENT NEEDS

Do the learner expectations, in their present form, meet the needs of students the program is intended to serve in terms of:

3. students' socio-economic status? A B C D
4. students' aptitudes and achievement levels? A B C D
5. educational activities of high school graduates? A B C D
6. occupations of high school graduates? A B C D
7. racial and ethnic distributions of students? A B C D

Indicate whether or not, if students achieved all of the expectations, they would:

8. be able to apply the knowledge and skills they learned to practical, real world situations. A B C D
9. be prepared, if they so choose, to get and hold a job which required the skills, knowledge, and attitudes implied in the listing of our program's learner expectations. A B C D
10. have adequate preparation to succeed in college courses related to this program. A B C D
11. know the essential facts and concepts which anyone reasonably knowledgeable about this program might expect them to know. A B C D

LEARNING PRIORITIES

12. Do the learner expectations reflect learning priorities, stating what is <u>essential</u> for students to learn? A B C D
13. Do the expectations reflect an appropriate balance between essentials and enrichment? A B C D

FEASIBILITY

14. Does the listing, viewed as a totality, reflect a reasonable task for what you are to do, given your current educational background, interests, and skills? A B C D
15. Does the listing reflect a reasonable task, given your students' attitudes toward this program? A B C D
16. If formally adopted by staff and the district, would teachers actually emphasize what is implied in the listing of expectations? A B C D
17. Does the listing provide clear guidelines about what to emphasize for the grade(s) or course(s) you now teach? A B C D
18. Does the listing give enough information so that parents who see it can understand what is expected of students at each level of this program? A B C D
19. If adopted, would the district administration and school board provide adequate support for staff to meet learner expectations? A B C D
20. Should teachers be held accountable for emphasizing what is implied for students in the listing? A B C D

OUTCOMES: UNOBTRUSIVE MEASURES

If students achieved all of the expectations, would they:

21. know the basic skills related to this program? A B C D
22. know how to learn more about this subject on their own? A B C D
23. want to learn more about this subject on their own? A B C D

PART II

PROGRAM INTENT

In this section, we want you to write comments and reactions to the following questions on this sheet.

1. Concentrating on the expectations that apply to what you now teach but also considering expectations for other levels, specify below any expectations in the current listing that should be deleted because they represent unnecessary duplication. (Progression of Learning)

2. Again, looking mainly at the expectations that apply to your assignment but thinking about other expectations as well, specify below any expectations that should be added to the current listing to avoid learning gaps. (Progression of Learning)

3. Now specify any expectations that should be moved or added to a different grade or level to make the listing better reflect appropriate levels of introduction, reinforcement, and mastery of learning or to ensure that learning moves sequentially from the simplist forms (rote memorization, recall of facts) to higher forms (synthesis, evaluation, application). (Progression of Learning)

4. Specify any learner expectations, emphasized in this listing, which should be reinforced by other programs, indicating which programs should reinforce them and the best grade levels at which they should be reinforced. (Learning Priorities)

5. Specify any learner expectations which should be omitted or added to make the listing better reflect state-of-the-art thinking about this program. (Learning Priorities)

6. Specify any expectations which should be eliminated because <u>conditions at the present time</u> keep them from being a reasonable task for the staff. (Feasibility)

7. Specify any modifications which would need to be made in current course offerings to meet the expectations in the listing. Which should be added? Deleted? Consolidated? (Feasibility)

8. Specify any expectations in the listing which should be eliminated because fiscal and enrollment projections would make them impossible to achieve. (Feasibility)

9. If any of the expectations and/or courses which do not appear to be feasible under future fiscal and enrollment conditions are highly important, suggest what would need to be done to alter the projected future so that they could be achieved. (Feasibility)

Please use the remaining space to make any additional comments about the mission statement or the learner expectations document and to give any further clarification of your responses to items in this survey.

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TEACHER SURVEY II

_____
Program Name

As you know, our district is conducting an evaluation of this program, and our subcommittee has been working for sometime on this project. To date we have developed a program mission statement (a program philosophy) as well as a listing of expectations for students this program serves. We are calling those our program intent. At this point, they are still tentative, but we have asked for your reactions to both and have already made some modifications in them as the result of your input. They will probably both be revised again, after the next phase in the process, which is to determine how close the program as it is currently being delivered, comes to meeting what we said we'd like it to do in our program intent documents.

One of the most important means we'll use for making that determination will be to ask you, the staff who teaches this subject, to tell us about how it's now being delivered. That's what this survey is for. We'll also be using other means, like surveying students, administrators, and support staff, and other groups as well as looking at some of the objective measures like grades and standardized test scores.

Once all the evidence has been collected about the current program, it will be our job to analyze it and draw some conclusions. We have been asked to conclude the strengths of this program (where it comes closest to meeting intent) and the weaknesses (where we are missing the mark by the widest margin). Our final step in this self-evaluation will be to make some recommendations about how to better align the program with its intent. That will mean not just making changes in what we do now but also in our definition of what we said we wanted the program to do when we started this process.

This survey has two parts. Part I has multiple choice responses while Part II is open ended. If you have been provided with an answer sheet for data processing, please use it to mark all your answers. Make sure to darken the circled number or letter you choose for each item response as well as you can. Use a DARK LEAD PENCIL not a pen. The scanning equipment is very sensitive, but it won't pick up responses made in ink. If no answer sheet is provided, simply circle your response right on this form in the Part I multiple choice section.

Before you begin the survey, we'd like a little information about the staff members completing it. Please be assured that your responses will be kept strictly confidential. You do not need to put your name on the survey or the answer sheet. All teachers' responses will be grouped and processed so that no individual's identity or answers will be revealed.

BACKGROUND INFORMATION

Please locate the SPECIAL CODES section of your answer sheet. Then darken one circled number in each of the columns mentioned in the box below. Use the following codes. If a group rather than an individual is completing the survey, disregard items B and C.

A. In column A, indicate the level at which you or the group completing this survey now are assigned:

0 = elementary
1 = elementary and middle school
2 = middle/junior high
3 = junior/senior high
4 = senior high
5 = all grades

B. In column B, indicate your sex: 0 = Male 1 = Female

C. In column C, show the number of year's teaching experience you have:

0 = less than 1 year
1 = 1-2 years
2 = 3-5 years
3 = 6-10 years
4 = 11 or more years

DATA PROCESSING CODE NUMBER: SEC 202
X5 ANSWER SHEET

PROGRAM DELIVERY

If you are using an answer sheet, make sure that you have turned it and are now beginning on response item #1. If you have no answer sheet, circle your responses on this form, using the codes shown for each item.

PART I

ARTICULATED LEARNING TARGETS

1. Does the current sequence of instruction reflect a sound progression of learning from the simplest forms (rote memorization, recall of facts) to higher forms (synthesis, evaluation, application)?

A. Yes. Almost without exception.
B. There are a few exceptions.
C. There are several exceptions.
D. No. The program does not reflect a progression.

2. How would you rate the appropriateness of the levels at which important concepts are introduced in the current program?

A. Excellent
B. Good
C. Fair
D. Poor

3. How would you rate the timeliness with which the current sequence of instruction reinforces important concepts?

A. Excellent
B. Good
C. Fair
D. Poor

4. How appropriate are the levels at which important skills, concepts, and attitudes are expected to be mastered in the existing program?

A. Very appropriate
B. Appropriate
C. Not very appropriate
D. Inappropriate

5. How would you rate the existing program in terms of its balance between essentials and enrichments?

A. Excellent
B. Good
C. Fair
D. Poor

INSTRUCTIONAL STRATEGIES

ALLOCATED AND ENGAGED TIME ON TASK

6. Approximately how many hours per week do you actually devote to teaching this subject?

A. 5 or more hours
B. 3-4 hours
C. 1-2 hours
D. less than one hour

7. How do you view the weekly time allocations the district specifies for this program?

A. The time allotments should be adhered to, except under very unusual conditions.
B. Teachers' weekly schedules should be planned around district allotments, but some deviation should be allowed.
C. District specifications should be used as flexible guidelines.
D. Teachers should use their own judgement about how much time to allocate.
E. I'm not aware that the district specifies the amount of time I should spend on this program.

8. How do you think most principals view the district's weekly time allocations for this program?

A. They require teachers to adhere to them with hardly any deviations.
B. They prefer teachers to plan their weekly schedules around them.
C. They feel the district's allocations should be used as flexible guidelines.
D. They permit teachers to establish their own guidelines for time allocations.
E. They never mention district time allotments.

9. How much do district sanctioned activities (e.g., sports, clubs, assemblies, work release programs, announcements, etc.) interfere with your ability to actively engage students in learning what you want them to learn?

A. They do not interfere very much at all.
B. They interfere only slightly.
C. Too much.
D. Far too much.

10. Do you feel your classes are sufficiently manageable so that you can devote your time in this program to teaching and students can devote their time to learning?

A. Yes. Most of the time is devoted to teaching and learning.
B. Some of the time is devoted to teaching and learning.
C. Too much time has to be spent on disruptions from student and other sources.

11. Approximately how many hours per week do your average students need to spend outside of class in order to complete the homework you assign?

A. 5 or more hours
B. 3-4 hours
C. 1-2 hours
D. less than one hour
E. I don't assign homework.

12. How fair and realistic do you feel the amount of homework assigned by most teachers is?

A. Most teachers' homework assignments are fair and realistic.
B. Some teachers give too much or too little homework.
C. Most teachers give too much or too little homework.

13. Approximately what percentage of your students complete their homework and turn it in?

A. Most students turn in their homework.
B. Some students turn in their homework.
C. Too many of my students fail to turn it in.
D. I never assign homework.

14. How would you rate your students' classroom attendance?

A. Excellent
B. Good
C. Fair
D. Poor

COGNITIVE AND AFFECTIVE ENTRY

15. How would you rate your students' attitudes about what they have to learn in your class.

A. Excellent
B. Good
C. Fair
D. Poor

16. How would you rate the level of student discipline in your classes?

A. I have no discipline problems.
B. High. Few students pose discipline problems.
C. Medium. Students are sometimes disruptive.
D. Low. Students are disruptive often.

CORRECTIVE FEEDBACK

17. How often do you inform students at the beginning of a grade or course what your objectives are and what they must do to meet them?

A. Always
B. Often
C. Sometimes
D. Rarely

18. How often do you inform parents, through means other than report cards, about how their students are performing?

A. Very often
B. Often
C. Sometimes
D. When I feel there is a problem.

19. How would you rate the effectiveness of the means you use to keep students informed of their progress in your classes?

A. Excellent
B. Good
C. Fair
D. Poor

20. How often do you provide written comments on students' work, in addition to giving them grades on papers?

A. Very frequently.
B. Most of the time.
C. Sometimes.
D. Rarely. I simply don't have time for it.

LEARNING OPPORTUNITIES

21. How much better are a gifted students' chances of experiencing success in this program than an average or slower student's chances?

A. All types of students have equal opportunities to succeed.
B. It depends on the teacher.
C. Somewhat better.
D. Much better.

22. How much better are average students' chances of experiencing success in this program than gifted or slower students' chances?

A. There are equal opportunities.
B. It depends on the teacher.
C. Somewhat better.
D. Much better.

23. Do you feel that boys have a better chance of experiencing success in this program than girls?

A. No
B. It depends on the teacher.
C. Yes

24. Do you feel that minority students have an equal chance with others of experiencing success in this program?

A. Yes
B. It depends on the teacher.
C. No

25. Do all students, regardless of ethnic background, have an equal chance of succeeding in this program?

A. Yes.
B. It depends on the teacher.
C. No

26. How often do you feel out-of-district experiences are directly related to what is being taught (e.g., field trips, contests, etc.)?

A. Always
B. Usually
C. Sometimes
D. Rarely

27. How adequate are this program's electives in providing opportunities for all types of students?

A. Excellent
B. Good
C. Fair
D. Poor

INSTRUCTIONAL CUES

28. Do the instructional materials you use have effective cueing techniques like summarizing during and at the end of lessons and posing questions at appropriate times?

A. All of my materials do.
B. Most do.
C. Some of my materials do not.
D. Most do not.

29. How effective do you feel most program teachers' cueing techniques are? Do they summarize during and at the end of lessons and pose questions at appropriate times?

A. Very effective.
B. Somewhat effective.
C. I have no way of knowing.
D. Very ineffective.

CURRICULUM LEADERSHIP AND ADMINISTRATION

COMMUNICATION

30. How adequate are the district's provisions for all staff who teach this program to meet and plan together regularly?

A. Excellent
B. Good
C. Fair
D. Poor

31. How adequate are the district's provisions for communication between program staff and nonprogram staff (i.e., counselors, special education teachers, media staff, etc.)?

A. Excellent
B. Good
C. Fair
D. Poor

32. How do you rate the quality of the ways in which you find out what you are supposed to teach in this program?

A. Excellent
B. Good
C. Fair
D. Poor

POLICIES AND PROCEDURES

33. How adequately are existing policies and practices for curriculum change in promoting a consistent K-12 curriculum?

A. Excellent
B. Good
C. Fair
D. Poor

34. How well do teachers understand and use existing procedures for changing curriculum?

A. Very well
B. Well
C. Adequately
D. Poorly

35. How adequate are existing policies and procedures for text adoption and materials acquisition in promoting a coordinated curriculum?

A. Excellent
B. Good
C. Fair
D. Poor

36. How supportive of this program's budget priorities is the current budget process?

A. Very supportive
B. Supportive
C. Somewhat supportive
D. Not very supportive

37. How adequate is the district's current curriculum leadership structure in promoting K-12 planning for this program?

A. Excellent
B. Good
C. Fair
D. Poor

38. How would you rate the district's provisions for encouraging teachers to return to school to improve their program related teaching skills?

A. Excellent
B. Good
C. Fair
D. Poor

39. How many teachers in this program do return to school to upgrade their skills?

A. Most
B. Many
C. Some
D. Only a few

40. How adequate are the district's provisions for teachers to learn more about this program through visiting other schools, attending conferences, workshops, etc.?

A. Excellent
B. Good
C. Fair
D. Poor

41. How many teachers in this program do visit other schools, attend conferences and workshops, etc. to learn more about the program?

A. Most
B. Many
C. Some
D. Only a few

42. How much emphasis does the current teacher supervision program give the learner expectations this program staff has developed?

A. Much emphasis
B. Some emphasis
C. Little emphasis
D. No emphasis

43. How much of the current inservice program is directly related to this program's concerns?

A. A great deal
B. Some
C. Little
D. None

44. How supportive are existing scheduling practices of the learner expectations?

A. Very supportive
B. Somewhat supportive
C. Not very supportive
D. They hinder students' ability to meeting learner expectations.

45. How much does the climate of your school(s) enhance students' chances of meeting expectations?

A. A great deal
B. Some
C. Little
D. The climate in my school is so poor it hinders students and me.

INSTRUCTIONAL MATERIALS

46. How consistent are the texts, print, and nonprint materials you now use with the learner expectations that have been developed?

A. Very consistent
B. Somewhat consistent
C. There is little consistency between them.
D. There is no consistency between them.

47. How appropriate are the reading levels of materials you use?

A. Very appropriate
B. Somewhat appropriate
C. Not very appropriate
D. Totally inappropriate

48. How would you rate the quality of assignments and projects suggested in the instructional materials you currently use?

A. Excellent
B. Good
C. Fair
D. Poor

49. How current are the instructional materials you now use?

A. Right up to date.
B. Current with few exceptions.
C. Some are outdated.
D. Most are outdated.

50. How many of the instructional materials you now use are in usable condition?

A. All of them
B. Most
C. Some
D. Few

51. Are the materials you now use available in sufficient quantities?

A. Yes. All that I use are.
B. Most are.
C. Some are.
D. Few that I use are.

52. Are the instructional materials you now use free from race and sex bias?

A. Yes, without exception.
B. A few are biased.
C. Many are biased.
D. Most are biased.

SUPPORT PROGRAM ARTICULATION

53. How appropriate is the media staff's involvement in this program's curriculum planning?

A. Excellent
B. Good
C. Fair
D. Poor

54. How appropriate is their involvement in text and materials adoption processes for this program?

A. Excellent
B. Good
C. Fair
D. Poor

55. How well do media staff keep you informed about new program related materials?

A. Very well
B. Well
C. Not very well
D. Poorly

56. How often do media staff solicit your suggestions about what materials to order?

A. Regularly
B. Fairly frequently
C. Occasionally
D. Rarely

57. How would you rate the media collection related to your program?

A. Excellent
B. Good
C. Fair
D. Poor

58. How often do students make use of materials available in media centers about this program?

A. Regularly
B. Fairly frequently
C. Occasionally
D. Rarely

59. How effective is the placement of students in this program?

A. Excellent
B. Good
C. Fair
D. Poor

60. How frequently do counselors inform your students of career opportunities associated with this program?

A. Often
B. Sometimes
C. Rarely
D. Never

61. How often do student personnel staff tell you about the results of aptitude and/or achievement tests administered to students you work with?

A. Often
B. Sometimes
C. Rarely
D. Never

62. How adequate is the help the district provides for your students with special learning needs?

A. Excellent
B. Good
C. Fair
D. Poor

63. How adequate is the communication between you and special education teachers about students you have in common?

A. Excellent
B. Good
C. Fair
D. Poor

OUTCOMES

TEST RESULTS

NORM REFERENCED TESTS

64. How consistent are the questions on district administered norm referenced tests with what you actually teach?

A. Very consistent
B. Somewhat consistent
C. I have no way of judging
D. Inconsistent

65. Based on norm referenced test results, how satisfied are you that your students are achieving what you expect them to achieve?

A. Very satisfied
B. Somewhat satisfied
C. I have no way of judging
D. Dissatisfied

GRADES

66. How consistent are the grades you give students with their expected achievement levels?

A. Very consistent
B. Somewhat consistent
C. Somewhat inconsistent
D. Very inconsistent

67. How consistent are the grades you give students with their standardized test scores?

A. Very consistent
B. Somewhat consistent
C. Somewhat inconsistent
D. Very inconsistent

UNOBTRUSIVE MEASURES

68. How satisfied are you with the number of students involved in extra-curricular activities related to this program?

A. Very satisfied
B. Somewhat satisfied
C. I'm not sure
D. Very dissatisfied

Please complete the next section, using this coding:

A = YES with few or no exceptions
B = YES with some exceptions
C = NO
D = DON'T KNOW

When students complete the required part of the existing program, do they have:

69. adequate basic skills related to the program?	A	B	C	D
70. knowledge and skills they can apply to practical, real world situations?	A	B	C	D

71. enough preparation to succeed in college courses related to this program? A B C D

72. adequate preparation to get and hold a job requiring program related skills? A B C D

When students complete <u>both</u> <u>the required</u> <u>and elective</u> offerings for the existing program, do they have:

73. adequate basic program-related skills? A B C D

74. knowledge and skills they can apply to practical, real world situations? A B C D

75. enough preparation to succeed in college courses related to the program? A B C D

76. adequate preparation to get and hold a job requiring program related skills? A B C D

PART II

PROGRAM DELIVERY

As you consider the program level at which you now teach in particular but think about other levels as well, we'd like you to respond to the following as specifically as you can. Please write your answers on this form.

ARTICULATED LEARNING TARGETS

1. Are there any portions of our mission statement which the current program fails to support? Please specify what they are and what we would need to do to fulfill our mission more completely.

2. Which of the learner expectations in our listing do we currently fail to provide for with the existing program?

3. Using your knowledge of the total program, specify what you consider to be the most serious learning gaps in the existing sequence of instruction.

4. Again, using what you know about the total existing program, indicate what you consider to be the most serious examples of unnecessary duplication. Identify the type of duplication and where it occurs:

   (a) Content covered:

   (b) Units taught:

   (c) Skills introduced:

   (d) Teaching methods used:

(e) Assignments given to students:

(f) Textbooks and supplementary materials:

(g) Films and other audio-visuals:

(h) Activities, field trips, projects:

(i) Other (please specify):

INSTRUCTIONAL STRATEGIES: COGNITIVE AND AFFECTIVE ENTRY

5. Thinking about the students you have had in recent years, what do you consider to be the most serious deficiencies in their preparation?

6. Again thinking about recent students, what do you consider to be the most serious deficiencies in their matruation and/or attitudinal readiness to accomplish what you want them to achieve?

CURRICULUM LEADERSHIP AND ADMINISTRATION: RESOURCES

7. What supplies and materials not currently available would you need if students were to meet the objectives you set for them in the existing program? Please list what is needed and the objective(s) with which it is associated.

Item	Current Objective

8. What modifications in existing facilities would be needed if students were to meet the objectives you now set for them at the level you teach. Please list the modification needed and the objective with which it is associated.

Modification Needed	Objective

9. What additional items not covered in the last two questions would you need to add to your budget for this program if students were to meet your objectives. Please list the budget item and the learning expectation with which it is associated.

Item	Objective

10. Given the district's enrollment and budget projections, what reductions could be made in the current program which would still allow you to help students meet essential objectives?

(a) Elimination of units at nondepartmentalized levels:

(b) Consolidation of courses at departmentalized levels:

(c) reduction of out-of-district enrichment activities for students:

(d) reduction of out-of-district opportunities for staff development:

(e) elimination of expenditures for supplies, equipment, and materials:

O U T C O M E S

GRADES

11. Please list the criteria you use as the basis for grading your students' written and oral work. Indicate what weight each carries in a student's final grade.

12. Please list the criteria you use as the basis for grading your students' class-related "hands-on" projects and performances. If possible, list the projects/performance assignments you give, and the weight each carries in a student's final grade.

Project/Performance Name	Nature of Project/ Performance	Criteria for Grading and Weight of Grade

Use the remaining space for any additional comments or add a separate sheet.

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STUDENT SURVEY INSTRUCTIONS

PURPOSE OF THE SURVEYS

There are three student surveys included after these instructions which can be administered to students to get their perceptions of how well the program is being delivered right now. Like all the surveys in the handbook, they are organized into factors which parallel the areas of investigation for the entire self-study. Each of the factors is labelled for ease in processing responses.

Student Survey I

This survey was designed to be given to secondary students in departmentalized structures. Although it can be given to students in grades down to 7th or 8th, it is recommended for 9th graders and above.

Student Survey II

This survey was also designed for students in departmentalized structures, but it is geared more toward students in junior high schools.

Student Survey III

This survey was designed for middle and elementary school students, particularly lower elementary students. If it is used with 5th, 6th, and possibly even 7th and 8th graders, teachers administering the test can explain that the faces had to be used for the "little kids" and that they should simply fill in the appropriate response, even if it seems like a funny way to answer a questionnaire.

ADMINISTERING THE SURVEYS

When to Administer the Surveys

The items in all the surveys assume that students are either near the end of a grade or course or that the items refer to a grade or course they have just completed. So it can be given either in the fall, and students should be told that they are to respond with last year's class in mind. Or it can be given in the spring, with the items referring to the grade or course they are near completing.

How to Administer the Surveys

Student Survey I asks about both the program generally and a specific course or class that student respondents are either near completing or have just completed the previous school year. If you will take a moment to glance through the instructions on this survey, you will see that you need to fill in the name of the class on the first page you want students to think about as they respond to the items.

Selecting Respondents

Because many programs will be undergoing self-evaluations and most will want to query students, you may not want to use a statistical random sampling technique for obtaining respondents. We suggest, particularly for the secondary student survey (Student Survey I) that you select a few students from each of the classes offered at the high school level to respond to the instrument. The point of the survey is not to find out about any one class—and certainly not about any one teacher—so what you need to be concerned with is having a large enough aggregate of students to give you a reasonably unbiased picture of the program at the secondary level. A good rule of thumb is that

at least 35 students respond to the Student Survey I, so that when their responses are tabulated, you have a sufficient grouping from which to draw some tentative conclusions about students' perceptions of the program at that level.

Similar instructions about selecting students at the junior high school level apply for Student Survey II. A minimum of 35 junior high students should respond to the survey to get a reasonable grasp of how they feel about the junior high program.

Student Survey III, for elementary and middle school students, should have a somewhat larger respondent group, since more grades are likely to be covered. Approximately 50 or more students should fill out this survey if it is to give a picture of more than 3-4 grade levels.

Giving Directions

The older the students filling out the survey, the less the need to give extensive instructions and assistance while the survey is being administered. Nevertheless, the high school students using the Student Survey I, and the junior high students using Student Survey II, will all need some guidance if standard answer sheets are going to be used in anticipation of machine scoring the responses. Ask those who administer these two surveys to be sure that students are using the answer sheets and that they begin responding to the first item on the survey by circling the appropriate number on the answer sheet. The background information on the student surveys, unlike the background information on the teacher surveys, is given right in the main section of the sheet and not in the SPECIAL CODES section.

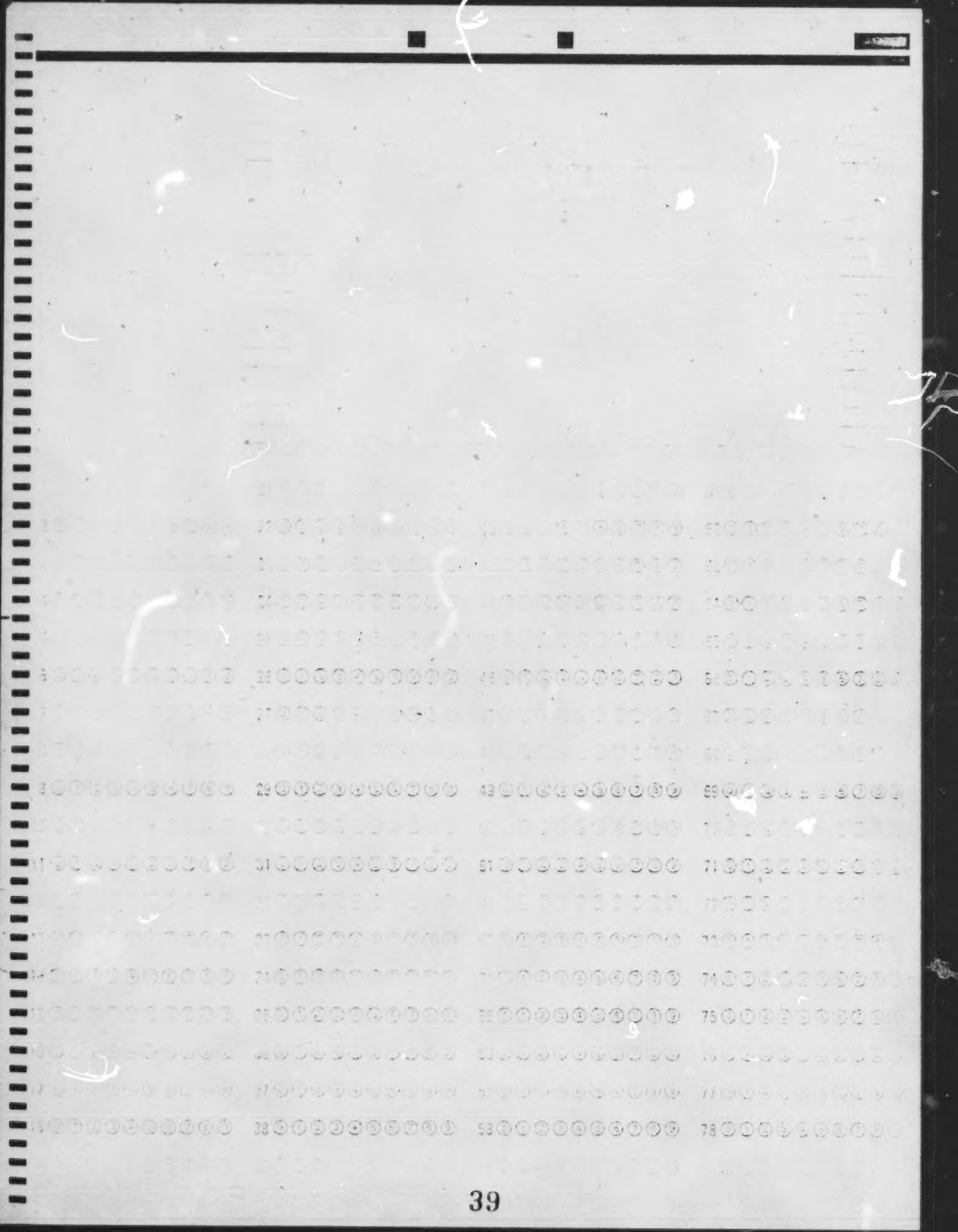
Young students may have to have the items read to them, and their responses will be written directly on the surveys. There are directions to teachers both for administering the items and for tabulating the responses which accompany the Student Survey III.

TABULATING RESPONSES

Both the Student Surveys I and II are designed so that a standard answer sheet can be used in scoring them by machines. As with the teacher surveys, a decision will have to be made with the steering committee and/or the administration about whether or not to have them machine scored and who will do that scoring.

If you opt to use the University of Wisconsin-Madison Testing and Evaluation (T & E) Service, both Student Survey I and II will require that you have responses written on the X10A General Purpose Answer Sheet, since this blue form is the one that has a sufficient number of response spaces for students to answer the background information questions on the first page of each survey. Be sure to note that the SPECIAL CODES section will not be used for students. Rather they will answer the background information items as item number one in the main columns of the answer sheet. A sample of the X10A answer sheet is on the next page.

Student Survey III will have to be hand tabulated, and there is a form included for that with the survey. Many districts ask the teachers to administer the survey and then to tabulate the responses. The responses to this survey can be incorporated into the tabulations that are machine scored for the Student Surveys I and II, if arrangements are made with the University of Wisconsin T & E Service to have them included and factored.



STUDENT SURVEY I

_____
Program Name

Our school district is doing an evaluation so that we can make education better for you. We need your opinions about the school, this subject, and one of the classes you've taken in this subject. The answers you give will be kept strictly confidential. In fact, we do NOT want you to sign your name. But we would like some general information about the kinds of students who are filling this out. Other students will be responding to these same questions. Our plan is to combine what many students say to get an overall picture of how you and they feel about this subject.

The subject we want you to keep in mind as you answer the question is _____.

The class we want you to keep in mind as you answer them is _____.

If you have been provided an answer sheet, please use it to mark all your responses. If you do not have an answer sheet, simply circle the one best response to each item on this form. With the answer sheet, you must use a DARK LEAD PENCIL, not a pen. The machine scoring this survey will not pick up any answers written in ink. Also make sure that you darken each circled letter or number completely.

BACKGROUND INFORMATION

1. What grade are you in now?
   0 = 7th
   1 = 8th
   2 = 9th
   3 = 10th
   4 = 11th
   5 = 12th

2. What is your sex?
   0 = Male
   1 = Female

3. What is your race?
   0 = White
   1 = Black
   2 = Hispanic
   3 = American Indian
   4 = Oriental
   5 = Other

4. What kind of grades do you usually get in school overall?
   0 = A's
   1 = A's/B's
   2 = B's
   3 = B's/C's
   4 = C's
   5 = C's/D's
   6 = D's
   7 = Lower than D's

5. What grades do you get in this subject?
   0 = A's
   1 = A's/B's
   2 = B's
   3 = B's/C's
   4 = C's
   5 = C's/D's
   6 = D's
   7 = Lower than D's

6. How long have you attended school in this district?
   0 = Less than 1 year
   1 = 1-3 years
   2 = 4-5 years
   3 = 6 or more years

7. Which of the following best describes where you live?
   0 = House for one family, which we own
   1 = House for more than one family
   2 = Apartment
   3 = Mobile or trailer home
   4 = Condominium

8. Who is the head of the household in which you now live?
   0 = Father
   1 = Stepfather
   2 = Mother
   3 = Stepmother
   4 = Foster parent
   5 = Other relative
   6 = Group home adult
   7 = Yourself

9. How far has the head of your household gone in school?
   0 = Through grade school or junior high
   1 = Through part of high school
   2 = Through high school
   3 = Has taken some college courses
   4 = Has completed college
   5 = Has taken graduate work beyond college

10. Is the head of your household:
    0 = employed?
    1 = unemployed?
    2 = retired?

11. What do you plan to do right after high school?
    0 = Go to college
    1 = Go to a technical school
    2 = Get a job
    3 = Get married
    4 = Join the service
    5 = Other

12. How often does a parent or an adult you live with ask about or help you with your school work?
    0 = Often
    1 = Sometimes
    2 = Never
    3 = Doesn't apply. I live alone

DATA PROCESSING CODE NUMBER: SEC 203
X10A ANSWER SHEET

PROGRAM DELIVERY

If you have no answer sheet, circle the one best response to each item on this sheet. If you do have an answer sheet, darken the circled number that comes closest to showing your honest opinion about each statement below. Use the following code:

0 = TRUE with few exceptions
1 = TRUE but with several exceptions
2 = FALSE
3 = DON'T KNOW or DOESN'T APPLY TO ME

Make sure you are now beginning on question #13 on your answer sheet. If there are any items you don't understand, be sure to ask someone in charge.

ARTICULATED LEARNING TARGETS

13.	The order I was taught things in this subject was good. What I had to know in one grade was built on what I learned earlier.	0	1	2	3
14.	This class taught me new things. It didn't repeat what I already knew.	0	1	2	3
15.	In this course, lots of different approaches to learning were used, from the teacher talking to using group activities, games, and projects	0	1	2	3
16.	Some of what I learned in this subject helped me with other subjects.	0	1	2	3
17.	Some of what I've learned in other subjects helped me with this one.	0	1	2	3
18.	I was asked to apply, not just repeat, what I learned in this class.	0	1	2	3

TIME ON TASK

19.	The class was well planned and organized.	0	1	2	3
20.	Some students were allowed to "fool around" so much that it was often hard to get any work done in this class.	0	1	2	3
21.	Too much class time was spent off the subject--getting settled down at the beginning, passing out materials, hearing announcements, talking about unrelated topics, etc.	0	1	2	3
22.	The atmosphere in the class was good. It wasn't so strict that students were afraid to participate and it wasn't so disorderly that it was hard to work in.	0	1	2	3
23.	The homework assignments for this course always related directly to what we were studying at the time.	0	1	2	3
24.	The amount of homework was about right.	0	1	2	3
25.	I spent a lot of extra time on things for this course outside of class, in a lab or the library, at home or in study hall.	0	1	2	3

COGNITIVE/AFFECTIVE ENTRY

26.	The things I've been asked to learn and do in this subject didn't ever conflict with my values or beliefs.	0	1	2	3
27.	Assignments were often varied so I could choose to do something that interested me.	0	1	2	3
28.	About the right amount of time was spent at the beginning of the class reviewing important things I needed to know to do well in it.	0	1	2	3
29.	Topics were covered well enough so that I understood them before we moved to new topics.	0	1	2	3
30.	I was expected to know some things in this class that I hadn't ever been taught before.	0	1	2	3
31.	The course covered topics I was interested in learning about.	0	1	2	3
32.	I had enough background before starting this course so I didn't have to work harder than everybody else just to keep up.	0	1	2	3

Are you on the right question on the answer sheet?

33.	When I started the course, my attitude about it was really positive.	0	1	2	3
	CORRECTIVE FEEDBACK				
34.	The objectives of this course were made clear to me so that I knew right from the beginning what would be expected of me.	0	1	2	3
35.	What was taught related directly to the course objectives.	0	1	2	3
36.	I was kept well informed about how I was doing in the course.	0	1	2	3
37.	Quizzes and tests were based on what was covered in class or outside assignments.	0	1	2	3
38.	Extra help was available when I needed it.	0	1	2	3
39.	My written work was returned to me in time to be helpful.	0	1	2	3
40.	My written work was returned with helpful comments on it.	0	1	2	3
41.	After tests, the best or correct answers were always given and explained.	0	1	2	3
42.	When I gave the right answer or made a comment in class, I was always made to feel good about it.	0	1	2	3
43.	When I made a mistake, on written work or in class discussion, I was always given an explanation about what it was wrong.	0	1	2	3
44.	Independent study was encouraged if I wanted extra credit or enrichment.	0	1	2	3
	LEARNING OPPORTUNITIES				
45.	This course seemed to appeal to all kinds of students, not just the really bright ones.	0	1	2	3
46.	This course appealed to both boys and girls.	0	1	2	3
47.	Skin color or ethnic background didn't make a difference in the way students were treated in this class.	0	1	2	3
48.	There are enough electives offered in this subject so that I can learn all I really want to know about it.	0	1	2	3
49.	The field trips I took were to new places I hadn't been before.	0	1	2	3
	INSTRUCTIONAL CUES				
50.	The assignments for this class were explained well enough so that I always understood what I was supposed to do.	0	1	2	3
51.	Examples and illustrations were given to help me understand topics better.	0	1	2	3
52.	The texts and materials we used in this class had summaries and reviews in them to help me understand things better.	0	1	2	3
53.	I was encouraged to participate in class discussions and express my views.	0	1	2	3
54.	The teacher's questions really made me think about what we were learning.	0	1	2	3
	INSTRUCTIONAL MATERIALS				
55.	None of the books and materials in this class were the same ones I'd used in other courses before.	0	1	2	3
56.	None of the films and audio-visuals used in this course were things I'd seen before.	0	1	2	3
57.	The materials used in this course were written in an interesting way.	0	1	2	3
58.	The materials had up-to-date information in them.	0	1	2	3
59.	I could read and understand all the materials used in this class.	0	1	2	3
60.	There were enough copies of materials so everybody who needed them had a copy.	0	1	2	3

Are you on the right question on the answer sheet?

61.	The materials in this course were slanted against certain groups of people.	0	1	2	3
62.	The materials didn't include information about certain groups, even though they should have.	0	1	2	3
63.	The slides, tapes, films, etc. related well to the topics we studied.	0	1	2	3
64.	The library (media center) had plenty of materials related to this subject.	0	1	2	3
65.	The text(s) and materials used in this course had interesting assignments and projects in them for me to do.	0	1	2	3

SUPPORT PROGRAMS

66.	If I had trouble finding materials to do assignments, I could always get help in the library or media center.	0	1	2	3
67.	Before I enrolled in it, I was given enough information about what this course would cover and what I'd have to do in it.	0	1	2	3
68.	My placement in this course was wrong. I should have been in a more advanced or less advanced course than this one.	0	1	2	3
69.	I've been told about how knowing this subject might help me get a job related to it, if I'd like to do that some day.	0	1	2	3
70.	Whenever I take an aptitude or achievement test, I'm told what my scores are and what they mean.	0	1	2	3

PROGRAM OUTCOMES

71.	I was given the grades I deserved for this course.	0	1	2	3
72.	I think I'll be able to apply what I've learned in this subject to practical, real life situations.	0	1	2	3
73.	What I've learned in this subject would probably help be get and hold a job.	0	1	2	3
74.	What I've learned in this subject would probably help me in college, if I decided to go.	0	1	2	3
75.	Most of the students in this class did their homework.	0	1	2	3
76.	I rarely failed to complete my assignments for this course.	0	1	2	3
77.	I'd recommend this course to a friend.	0	1	2	3
78.	After several years, I think now this subject has helped me to understand myself and my world better.	0	1	2	3
79.	This subject has helped me appreciate some things I hadn't thought much about before.	0	1	2	3
80.	I feel I've learned a lot that was worthwhile from this subject.	0	1	2	3
81.	I will take—or have taken—electives in this subject.	0	1	2	3
82.	There are things about this subject I learned just because they were interesting, not because I had to learn them.	0	1	2	3
83.	I was shown how to learn more about this subject on my own.	0	1	2	3
84.	I want to learn more about this subject on my own.	0	1	2	3
85.	I made good use of the materials about this subject that are in the library or media center(s).	0	1	2	3
86.	I am—or will—get involved in extra curricular activities of clubs related to this subject.	0	1	2	3
87.	I attend all or most of my classes that are about this subject.	0	1	2	3
88.	Of all the subjects I take in school this is one of my favorites.	0	1	2	3

THANKS FOR YOUR HELP!

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STUDENT SURVEY II

_____
Program Name

Our school district is doing an evaluation so that we can make education better for you. We need your opinions about the school, this subject, and one of the classes you've taken in this subject. The answers you give will be kept strictly confidential. In fact, we do NOT want you to sign your name. But we would like some general information about the kinds of students who are filling this out. Other students will be responding to these same questions. Our plan is to combine what many students say to get an overall picture of how you and they feel about this subject.

The subject we want you to keep in mind as you answer the questions is _____.

If you have been provided with an answer sheet for data processing, please use it to mark all your responses. If you do not have an answer sheet, simply circle the one best response on this form. Please make sure you darken the space showing your answer as well as you can. USE A DARK LEAD PENCIL NOT A PEN. If you don't understand any of the questions or statements, please be sure to ask the person in charge.

BACKGROUND INFORMATION

1. What grade are you in now?
   0 = 6th
   1 = 7th
   2 = 8th
   3 = 9th

2. What is your sex?
   0 = Male
   1 = Female

3. What is your race?
   0 = White
   1 = Black
   2 = Hispanic
   3 = American Indian
   4 = Oriental
   5 = Other

4. What kind of grades do you usually get in school overall?
   0 = A's
   1 = A's/B's
   2 = B's
   3 = B's/C's
   4 = C's
   5 = C's/D's
   6 = D's
   7 = Lower than D's

5. What grades do you get in this subject?
   0 = A's
   1 = A's/B's
   2 = B's
   3 = B's/C's
   4 = C's
   5 = C's/D's
   6 = D's
   7 = Lower than D's

6. How long have you attended school in this district?
   0 = Less than 1 year
   1 = 2-3 years
   2 = 4-5 years
   3 = 6 or more years.

7. Which of the following best describes where you live?
   0 = House for one family, which we own
   1 = House for more than one family
   2 = Apartment
   3 = Mobile or trailer home
   4 = Condominium

8. Who is the head of the household in which you now live?
   0 = Father
   1 = Stepfather
   2 = Mother
   3 = Stepmother
   4 = Foster parent
   5 = Other relative
   6 = Group home adult
   7 = Yourself

9. How far has the head of your household gone in school?
   0 = Through grade school or junior high
   1 = Through part of high school
   2 = Through high school
   3 = Has taken some college courses
   4 = Has completed college
   5 = Has taken graduate work beyond college

10. Is the head of your household:
    0 = employed?
    1 = unemployed?
    2 = retired?

11. What do you plan to do right after high school?
    0 = Go to college
    1 = Go to a technical school
    2 = Get a job
    3 = Get married
    4 = Join the service
    5 = Other

12. How often does a parent or an adult you live with ask about or help you with your school work?
    0 = Often
    1 = Sometimes
    2 = Never
    3 = Doesn't apply. I live alone.

DATA PROCESSING CODE NUMBER: SEC 204

X10A ANSWER SHEET

PROGRAM DELIVERY

If you don't have an answer sheet, just circle the one best response to each of the statements below right on this form. If you do have an answer sheet, darken the circled number that comes closest to showing your honest opinion about each statement below. Use the following code:

0 = ALWAYS or ALMOST ALWAYS TRUE
1 = SOMETIMES TRUE
2 = FALSE
3 = DON'T KNOW or DOESN'T APPLY

Make sure you are now on question #13 on your answer sheet.

ARTICULATED LEARNING TARGETS

13.	The order I was taught things in this subject was good. What I had to know in one grade was built on what I learned earlier.	0	1	2	3
14.	This subject taught me new things. It didn't repeat what I already knew.	0	1	2	3
15.	In this subject, lots of different approaches to learning were used, from the teacher talking to us to group activities, games, and projects.	0	1	2	3
16.	Some of what I learned in this subject helped me with other subjects.	0	1	2	3
17.	I was asked to apply, not just repeat, what I learned in this subject.	0	1	2	3

TIME ON TASK

18.	Some students were allowed to "fool around" so much that it was often hard to get any work done in this subject.	0	1	2	3
19.	Too much class time was spent off the subject--getting settled down at the beginning, passing out materials, hearing announcements, talking about unrelated topics, etc.	0	1	2	3
20.	The atmosphere in the classes was good. It wasn't so strict that students were afraid to participate and it wasn't so disorderly that it was hard to work in.	0	1	2	3
21.	The homework assignments for this subject always related directly to what we were studying at the time.	0	1	2	3
22.	The amount of homework was about right.	0	1	2	3
23.	I spent a lot of extra time on things for this subject outside of class, in a lab or the library, at home or in study hall.	0	1	2	3

COGNITIVE/AFFECTIVE ENTRY

24.	The things I've been asked to learn and do in this subject didn't ever conflict with my values or beliefs.	0	1	2	3
25.	Assignments were often varied so I could choose to do something that interested me.	0	1	2	3
26.	About the right amount of time was spent at the beginning of the class reviewing important things I needed to know to do well in it.	0	1	2	3
27.	Topics were covered well enough so that I understood them before we moved to new topics.	0	1	2	3
28.	I was expected to know some things in this subject that I hadn't ever been taught before.	0	1	2	3
29.	The subject covered topics I was interested in learning about.	0	1	2	3
30.	I had enough background before starting this subject so I didn't have to work harder than everybody else just to keep up.	0	1	2	3
31.	When I started this subject, my attitude about it was really positive.	0	1	2	3

CORRECTIVE FEEDBACK

32.	I knew right from the beginning what would be expected of me in this subject.	0	1	2	3

33.	I was kept well informed about how I was doing in this subject.	0	1	2	3
34.	Quizzes and tests were based on what was covered in class or outside assignments.	0	1	2	3
35.	Extra help was available when I needed it.	0	1	2	3
36.	My written work was returned to me in time to be helpful.	0	1	2	3
37.	My written work was returned with helpful comments on it.	0	1	2	3
38.	After tests, the best or correct answers were always given and explained.	0	1	2	3
39.	When I gave the right answer or made a comment in class, I was always made to feel good about it.	0	1	2	3
40.	When I made a mistake, in written work or class discussion, I was always given an explanation about why it was wrong.	0	1	2	3
	LEARNING OPPORTUNITIES				
41.	This subject seemed to appeal to all kinds of students, not just the really bright ones.	0	1	2	3
42.	This subject appealed to both boys and girls.	0	1	2	3
43.	Skin color or ethnic background didn't make a difference in the way students were treated in this subject.	0	1	2	3
44.	The field trips I took were to new places I hadn't been before.	0	1	2	3
	INSTRUCTIONAL CUES				
45.	The assignments for this subject were explained well enough so that I always understood what I was supposed to do.	0	1	2	3
46.	Examples and illustrations were given to help me understand topics better.	0	1	2	3
47.	I was encouraged to participate in class discussions and express my views.	0	1	2	3
48.	The teacher's questions really made me think about what we were learning.	0	1	2	3
	INSTRUCTIONAL MATERIALS				
49.	None of the books, materials, or audio-visuals used in this subject were the same ones I'd seen before.	0	1	2	3
50.	The materials used in this course were written in an interesting way.	0	1	2	3
51.	The materials had up-to-date information in them.	0	1	2	3
52.	I could read and understand all the materials used in this subject.	0	1	2	3
53.	There were enough copies of materials so everybody who needed them had a copy.	0	1	2	3
54.	The materials for this subject treated all groups fairly.	0	1	2	3
55.	The slides, tapes, films, etc. related well to the topics we studied.	0	1	2	3
56.	The library (media center) had plenty of materials related to this subject.	0	1	2	3
57.	The text(s) and materials used in this subject had interesting assignments and projects in them for me to do.	0	1	2	3
	SUPPORT PROGRAMS				
58.	If I had trouble finding materials to do assignments, I could always get help in the library or media center.	0	1	2	3
59.	I've been told about how knowing this subject might help me get a job related to it, if I'd like to do that someday.	0	1	2	3
60.	Whenever I take an aptitude or achievement test, I'm told what my scores are and what they mean.	0	1	2	3

PROGRAM OUTCOMES

61.	Most of the students did their homework.	0	1	2	3
62.	I almost always did my assignments for this course.	0	1	2	3
63.	I'd tell my friends they'd like this course.	0	1	2	3
64.	I think this subject has helped me to understand myself and my world better.	0	1	2	3
65.	This subject has helped me appreciate some things I hadn't thought much about before.	0	1	2	3
66.	I feel I've learned a lot that was worthwhile from this subject.	0	1	2	3
67.	There are things about this subject I learned just because they were interesting, not because I had to learn them.	0	1	2	3
68.	I want to learn more about this subject on my own.	0	1	2	3
69.	I made good use of the materials about this subject that are in the library or media center(s).	0	1	2	3
70.	I am—or will—get involved in extra curricular activities or clubs related to this subject.	0	1	2	3
71.	I attend all or most of my classes that are about this subject.	0	1	2	3
72.	Of all the subjects I take in school this is one of my favorites.	0	1	2	3

THANKS FOR YOUR HELP!

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TEACHER INSTRUCTIONS

STUDENT SURVEY III

ADMINISTERING THE SURVEY

This survey was designed for elementary and middle school students. In most cases, the teacher should read each item to students, ask if they understand the statements, and then give them sufficient time to respond.

Careful directions should be given. Explain to students that for each statement, they are to color in one of the faces with a pencil or a crayon. The smiling face means they agree with the statement or think it's "true." The face with the question mark mouth means they aren't sure. The frowning face means they don't agree or think the stament is "false."

If possible, the entire survey should be administered in one sitting. When the last statement has been read, ask if there are any questions or if anyone missed one of the statements and needs it repeated.

Then collect the forms.

TABULATING THE RESULTS

The tabulation form for teachers' use is coded so that the subcommittee doing the self-evaluation of this program can tabulate the results according to the factors indicated in the coding.

The tabulation form on the back of this sheet will enable you to put slash marks for each response. If you would tally the responses, as shown in the example, the subcommittee will do the rest when you return the tabulation form to them.

Item Number	Factor			
1.	INTENT Meeting Needs	𝍸 𝍸 𝍸 III (18)	III (3)	𝍸 I (6)
2.	INTENT Progression of Learning	𝍸 𝍸 𝍸 I (16)	II (2)	𝍸 IIII (9)

ELEMENTARY STUDENT SURVEY TABULATION FORM

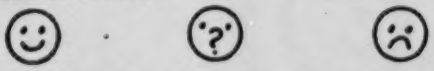
Grade Level To Which It was Administered _____

Person Tabulating Responses _____

Item Number	Factor			
1.	INTENT Meeting Needs			
2.	INTENT Progression of Learning			
3.	INTENT Progression of Learning			
4.	DELIVERY Articulated Targets			
5.	DELIVERY Time On Task			
6.	DELIVERY Time On Task			
7.	DELIVERY Time On Task			
8.	DELIVERY Time On Task			
9.	DELIVERY Cognitive/Affective			
10.	DELIVERY Corrective Feedback			
11.	DELIVERY Corrective Feedback			
12.	DELIVERY Corrective Feedback			
13.	DELIVERY Corrective Feedback			
14.	DELIVERY Corrective Feedback			
15.	DELIVERY Corrective Feedback			
16.	DELIVERY Learning Opportunities			
17.	DELIVERY Instructional Cues			
18.	DELIVERY Instructional Cues			
19.	DELIVERY Instructional Cues			
20.	DELIVERY Materials			
21.	DELIVERY Materials			
22.	DELIVERY Support Programs			
23.	OUTCOMES Unobtrusive Measures			
24.	OUTCOMES Unobtrusive Measures			
25.	OUTCOMES Unobtrusive Measures			

STUDENT SURVEY III

1. I learn things in this subject I can use outside of school.

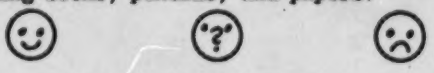


2. Sometimes when we study this subject, I'm asked to use, not just remember, what I've learned.

3. Sometimes I'm asked to do things in this subject I haven't been taught about before.

4. I learn new things in this subject. We don't study what I already know.

5. When we study this subject, we don't waste time settling down, handing things out, or getting books, pencils, and papers.



6. We study this subject every day.

7. We don't get off the topic when we study this subject.

8. I do all my homework for this subject.

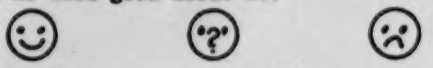
9. Of all the subjects we study in school, this is one of my favorites.

10. My teacher tells me often how well I'm doing in this subject.

11. I get extra help if I need it in this subject.

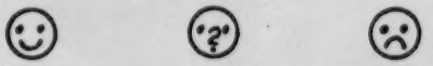
12. When my answers are wrong, my teacher tells me why they are wrong.

13. When I give the right answers, my teacher makes me feel good about it.



14. I always get my written work back right away.

15. My teacher writes helpful comments on my work.



16. Most students like this subject, not just the smart ones.

17. My teacher's questions about this subject really make me think about it.

18. We get lots of examples to help us understand the hard parts of this subject.

19. The tests in this subject are always about things we've studied.

20. What we read and see about this subject is interesting to me.

21. I can read and understand the books we use about this subject.

22. We often go to the library and read other books about this subject.

23. I get the grades I deserve in this subject.

24. There are things about this subject that I learn just because they are interesting, not because I have to.

25. I want to learn more about this subject.

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ADMINISTRATOR/SUPERVISOR SURVEY INSTRUCTIONS

PURPOSE OF THE SURVEY

Like the other opinionnaires in this handbook, this survey will create another important piece of evidence by eliciting judgements of building and district office administrative and supervisory personnel about your program.

ADMINISTERING THE SURVEY

Unlike the other survey, there are no special timing considerations for this one. It need only be given soon enough so that its results can be tabulated and included in your evidence base.

Like the other, it has been designed to be used with either hand scoring or machine scoring. If you opt to have it machine scored at the University of Wisconsin Testing Service, the X5 General Purpose Answer Sheet can be used.

Because the background information, called on this survey Respondent Information, located in the box on the front of the survey is uncomplicated, the respondents will use the SPECIAL CODE SECTION themselves.

ADMINISTRATOR/SUPERVISOR SURVEY

_____
Program Name

As you know, the district is conducting an evaluation of this program. Our subcommittee has been working for sometime on this project. One of the most important parts of our evidence base will be your views about the program. We would appreciate your sharing them with us by filling out this survey.

If a data processing answer sheet is provided with this questionnaire, please use it to respond to the multiple choice items in the survey. Please use a DARK LEAD PENCIL not a pen. The scanning equipment is very sensitive, but it will not pick up responses written in ink. Make sure you darken each circle carefully. If there is no answer sheet, simply circle the one best response, using the scales indicated.

Before you begin the survey, we'd like some information about who is completing the form. Please be assured that your responses will be kept strictly confidential. You need not put your name on the form. Everyone's responses will be grouped and processed so that no individual's identity or answers will be revealed.

RESPONDENT INFORMATION

Please locate the SPECIAL CODES section of the answer sheet. Using the column marked A, indicate your position, using the following scale:

0 = District office staff member

1 = Secondary school administrator

2 = Elementary or middle school administrator

If no answer sheet has been provided, circle the code reflecting your positio...

PROGRAM DELIVERY

ARTICULATED LEARNING TARGETS

1. Does the current sequence of instruction reflect a sound progression of learning from the simplest forms (rote memorization, recall of facts) to higher forms (synthesis, evaluation, application)?

A. Yes. Almost without exception.
B. There are a few exceptions.
C. There are several exceptions.
D. No. The program does not reflect a progression.

2. How would you rate the appropriateness of the levels at which important concepts are now introduced, reinforced, and expected to be mastered?

A. Excellent
B. Good
C. Fair
D. Poor

DATA PROCESSING CODE NUMBER: SEC 205

X5 ANSWER SHEET

3. How would you rate the existing program in terms of its balance between essentials and enrichment?

A. Excellent
B. Good
C. Fair
D. Poor

INSTRUCTIONAL STRATEGIES

ALLOCATED AND ENGAGED TIME ON TASK

4. Approximately how many hours per week do elementary teachers devote to teaching this subject?

A. 5 or more hours
B. 3-4 hours
C. 1-2 hours
D. Less than one hour
E. I have no basis for this judgement.

5. How do you view the weekly time allocations the district specifies for this program?

A. I require teachers to adhere to them with hardly any deviations.
B. I prefer that teachers plan their weekly schedules around them.
C. I feel the district's allocations should be used as flexible guidelines.
D. Teachers should be encouraged to establish their own time allocations.
E. I am not aware of any district specification.

6. How do you think most teachers view the district's weekly time allocation specifications?

A. They feel they should adhere to them with deviations only under unusual circumstances.
B. They plan their weekly schedules around them, deviating occasionally.
C. They use them as flexible guidelines.
D. They feel they should be allowed to use their own judgement about time allocations.
E. They are unaware of district specifications.

7. How much do district sanctioned activities like sports, clubs, assemblies, etc. interfere with teachers' ability to actively engage students in learning an adequate amount of time?

A. They don't interfere significantly.
B. They interfere only slightly.
C. Too much.
D. Far too much.

8. How many of your teachers use teaching methods which keep students actively engaged and interested in learning?

A. Most
B. Some
C. A few

9. Is classroom management such that students spend class time engaged in learning or inordinate amounts of time spent in settling down, passing out materials, disruptions, etc.

A. Most teachers' classroom management is excellent.
B. Most teachers' management is good.
C. Some teachers' management is good.
D. Few teachers are good classroom managers.

10. How fair and realistic do you feel the amount of homework assigned by most teachers is?

A. Most teachers' homework assignments are fair and realistic.
B. Some teachers give too much or too little homework.
C. Most teachers give too much or too little homework.

11. How would you rate students' classroom attendance?

A. Excellent
B. Good
C. Fair
D. Poor

COGNITIVE AND AFFECTIVE ENTRY

12. How adequate is the amount of time most teachers spend reviewing at the beginning of a year or course?

A. Excellent
B. Good
C. Fair
D. Poor

13. How would you rate students' attitudes about this program?

A. Excellent
B. Good
C. Fair
D. Poor

14. How would you rate student discipline in this program?

A. Excellent. Few students are disruptive.
B. Good
C. Fiar
D. Poor
E. It depends mostly upon the teacher.

CORRECTIVE FEEDBACK

15. Do teachers inform students at the beginning of a grade or course what their objectives are and what students must do to meet them?

A. Most do
B. Some do
C. Few do

16. Do teachers inform parents, through means other than report cards, about how their students are performing?

A. Most do
B. Some do
C. Few do

17. Do teachers keep students well informed of their progress?

A. Most do
B. Some do
C. Few do

18. Do teachers give students adequate feedback on papers, using written comments in addition to giving grades?

A. Most do
B. Some do
C. Few do

19. Do teachers give students adequate corrective feedback on their class participation?

A. Most do
B. Some do
C. Few do

LEARNING OPPORTUNITIES

20. Do all types of students, regardless of ability, race, sex, or ethnic origin have an equal opportunity to experience success in this program?

A. Yes
B. It depends upon the teacher.
C. No

21. How often are out of district experiences like field trips, contests, etc., directly related to what is being taught?

A. Always
B. Usually
C. Sometimes
D. Rarely

22. How adequate are this program's electives in providing opportunities for all types of kids?

A. Excellent
B. Good
C. Fair
D. Poor

INSTRUCTIONAL CUES

23. Do the instructional materials your teachers use have effective cueing techniques like summarizing during and at the end of lessons and posing questions at appropriate times?

A. Most materials do.
B. Some do.
C. Some do not.
D. Most do not.

24. How effective do you feel most program teachers' cueing techniques are? Do they summarize during and at the end of lessons and pose questions at appropriate times?

A. Most are very effective.
B. Some are effective.
C. Some are not effective.
D. Most are not effective.

CURRICULUM LEADERSHIP AND ADMINISTRATION

COMMUNICATION

25. How adequate are the district's provisions for all staff who teach this program to meet and plan together regularly?

A. Excellent
B. Good
C. Fair
D. Poor

26. How adequate are the district's provisions for communication between program staff and nonprogram staff (counselors, special education teachers, media staff, etc.)?

A. Excellent
B. Good
C. Fair
D. Poor

POLICIES AND PROCEDURES

27. How adequately are existing policies and practices for curriculum change in promoting a consistent K-12 curriculum?

A. Excellent
B. Goc
C. Fair
D. Poor

28. How well do teachers understand and use existing procedures for changing curriculum?

A. Very well
B. Well
C. Adequately
D. Poorly

29. How adequate are existing policies and procedures for text adoption and materials acquisition in promoting a coordinated curriculum?

A. Excellent
B. Good
C. Fair
D. Poor

30. How supportive of this program's budget priorities is the current budget process?

A. Very supportive
B. Supportive
C. Somewhat supportive
D. Not very supportive

31. How adequate is the district's current curriculum leadership structure in promoting K-12 planning for this program?

A. Excellent
B. Good
C. Fair
D. Poor

32. How would you rate the district's provisions for encouraging teachers to return to school to improve their program related teaching skills?

A. Excellent
B. Good
C. Fair
D. Poor

33. How many teachers in this program do return to school to upgrade their skills?

A. Most
B. Many
C. Some
D. Only a few

34. How adequate are the district's provisions for teachers to learn more about this program through visiting other schools, attending conferences, workshops, etc.?

A. Excellent
B. Good
C. Fair
D. Poor

35. How many teachers in this program do visit other schools, attend conferences and workshops, etc. to learn more about the program?

A. Most
B. Many
C. Some
D. Only a few

36. How much emphasis does the current teacher supervision program give the learner expectations this program staff has developed?

A. Much emphasis
B. Some emphasis
C. Little Emphasis
D. No emphasis

37. How much of the current inservice program is directly related to this program's concerns?

A. A great deal
B. Some
C. Little
D. None

38. How supportive are existing scheduling practices of the learner expectations?

A. Very supportive
B. Somewhat supportive
C. Not very supportive
D. They hinder students' ability to meeting learner expectations.

39. How much does the climate of your school(s) enhance students' chances of meeting expectations?

A. A great deal
B. Some
C. Little
D. The climate in my school is so poor it hinders students and me.

INSTRUCTIONAL MATERIALS

40. How consistent with the learner expectations for the program are the texts, print- and nonprint materials your teachers use?

A. Very consistent
B. Somewhat consistent
C. There is little consistence between them.
D. There is no consistency between them.

41. How many of the instructional materials that your teachers have are in usable condition?

A. All of them
B. Most
C. Some
D. Few

42. Are the materials your teachers have available in sufficient quantities?

A. For all that they use.
B. For most that they use.
C. For some that they use.
D. For few that they use.

SUPPORT PROGRAM ARTICULATION

43. How often do student personnel staff tell your teachers about the results of aptitude and/or achievement tests administered to students your teachers work with?

A. Regularly
B. Frequently
C. Occasionally
D. Rarely

Please use the remaining space for any additional comments.

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PROGRAM OUTCOMES

PARENT SURVEY AND GRADUATE SURVEY INSTRUCTIONS

This final section of the handbook focuses on outcomes of the current program. There is more evidence about outcomes in the district data base and little evidence about it in the previous sections of this handbook. But the evidence suggested on the pages that follow is program specific and may be needed to meet the steering committee's criteria.

PURPOSE OF THE SURVEYS

The purpose of these two instruments is fairly obvious. It is to gather the perceptions of two important constituencies: parents who now have children in your program and alumni who have already experienced the program.

ADMINISTERING THE SURVEYS

If the results of either survey are needed to meet steering committee criteria (or just considered desirable by your subcommittee), arrangements should be made for administering them with the steering committee and/or the administration. The only timing considerations are that they be distributed soon enough so that the results can be tabulated and incorporated into the evidence base you're compiling to use when you get to the evaluation phase of your self-study.

Selecting Respondents

Random sampling, as statisticians define it, may not be possible for a couple of reasons. First, it will be difficult to define the population (all the parents who should be queried and all the graduates). Second, you may have considerable difficulty in locating current addresses for either group. But selecting a statistical probability sample isn't really necessary, because you will not be using the results for precise decision making. Rather, they will be incorporated into a large body of evidence as one factor to consider when you evaluate your program. What's more, several program subcommittees may be using these same surveys over the life of your district's long range plan, and you don't want to end up surveying parents and alumni to the point of exhaustion.

If the decision is made to conduct one or the other of the surveys, your best bet is to have the counselors or administrators locate as much current information as they can for you. Then decide if you want to try to reach everyone or a selected, smaller group from the total list of names and addresses, remembering that you don't want to survey these groups so much that later subcommittees will have a tough time getting them to respond at all. Our recommendation is that you select a smaller group from the total population. If you do so, be sure to chose enough epople so that the number of potential respondents will yield usable responses from no fewer than 35-40 respondents. Since some will invariably fail to respond, select about 50 potential people and hope to get enough to warrant using the data later.

How those 50 are chosen by the several subcommittees who may use these instruments will vary. If other subcommittees have already surveyed these two groups, find out how they chose respondents, and then vary the procedures somewhat so that you aren't asking exactly the same folks. For example, if another subcommittee chose the parents of the oldest child, you might want to take every third or fourth name of parents from an alphabetical listing. Counselors should be able to give you some tips about whom to choose from the alumni population. It may be you'll end up with people you're pretty sure will send the survey back. Or people for whom you have a current address.

DISTRIBUTING THE SURVEYS

These surveys can either be mailed or taken to identified respondents. The graduates are most likely not to live in the district, so you'll probably have to mail theirs to them.

But parents could get theirs either way. The lesser expense might be involved if you sent surveys home with students. Elementary kids are particularly good about getting them to a parent, bugging him/her to fill it out, and returning them to teachers. With secondary students, sending surveys home via student delivery will be more chancy. You might want to have them student delivered by younger students and mailed to parents of older students. Another possibility is to have one or two classes at the secondary level make this into a class project. You could ask each student in a class of 25 or so to take one or two surveys to identified households. They could either wait while the form is being filled out or ask that the surveys they leave with parents be returned in the mail to you.

GETTING RESPONDENTS TO RESPOND

Because the people who'll be receiving these surveys will not have the interest or commitment that staff and students do, it will be important to make it as easy as possible for them to get the completed instruments back to you. You're strongly urged to include with every survey you mail, a stamped, self-addressed envelope to help make sure you get a reasonable number of responses back.

If the number you actually do get back is too small, you'll want to conduct some sort of follow-up. To do that, you'll have to know who did, and who didn't, return one. Simply create a master list of everyone who's sent the survey. Then assign everyone on the list a coded number. Put the code on the answer sheet, if you use one, or on the instrument itself if you don't use an answer sheet, to show which person received the survey.

If you use a coding technique, be sure to explain why the code is on the answer sheet or the survey. People will be nervous about being identified. An explanation like that is given on the surveys that are included in this manual. Use the Identification Number section of the answer sheet; the Special Codes section will be needed by respondents.

Most people who are going to send back surveys do so in the first two weeks after they get one. So, if you're going to follow-up with a second mailing, do it about 2½ or 3 weeks after your first mailing.

TABULATING RESPONSES

Like the teacher and students surveys included earlier in this handbook, these two surveys for parents and alumni are designed for data processing. Check with the steering committee and/or the administration if you want to have results machine scored. If you use the University's T & E Service, the X5 standard answer sheet is the one to include with these instruments.

PARENT SURVEY

_____
Program Name

Our teaching staff has been busy for the past several months conducting a thorough evaluation of our programs. Part of that evaluation will include what you, as parents of our students, think about how well we're doing. We're distributing this survey to many parents, hoping you'll take a few minutes to fill out the answer sheet that's folded inside and return it as soon as you possibly can.

You'll notice there is a code that we've put in the corner section of the answer sheet. That number will be used ONLY to help us with any follow-up mailings we need to do to get back as many surveys as we can. It will not be used to identify individuals. We guarantee that every person's answers will be kept absolutely confidential. The answers we get will be used only to tell us how parents think we're doing in providing their children with the best education possible.

How To Fill Out the Answer Sheet

We're going to use a computer to tabulate the responses. Because we'll be data processing all the answers, it's important that you fill out the answer sheet carefully. Please use a DARK LEAD PENCIL not a pen. The machine that scores these surveys will not pick up any responses made in ink.

To start, we'd like some information about the kinds of people who return this survey.

BACKGROUND INFORMATION

Please locate the SPECIAL CODES section in the corner of your answer sheet. In that section, you'll find columns with letter headings from A to J. Darken the circle in each column that is the same as the number response you choose from each of the items below.

In column A, indicate your sex.
0 = Male 1 = Female

In column B, indicate your race.
0 = White 3 = Oriental
1 = Black 4 = Indian
2 = Hispanic 5 = Other

In column C, show which best describes where you now live.
0 = Home/condominium you own
1 = Home/dwelling you don't own
2 = Apartment
3 = Trailer/mobile home
4 = Other

In column D, indicate your annual income (optional).
0 = $5,000 or less
1 = $6,000-10,000
2 = $11,000-15,000
3 = $16,000-20,000
4 = $21,000-25,000
5 = $26,000-35,000
6 = More than $35,000

In column E, indicate your current occupation.
0 = Professional (doctor, lawyer, teacher)
1 = Manager, executive, administrator
2 = Salesperson
3 = Clerical worker
4 = Semi-skilled worker
5 = Skilled worker (plumber, electrician)
6 = Service (minister, social worker)
7 = Self-employed
8 = Government service
9 = Other

In column F, indicate your educational level.
0 = Completed elementary or junior high
1 = Completed some high school
2 = Completed high school
3 = Completed training beyond high school
4 = Completed some college work
5 = Completed college
6 = Completed graduate work beyond college

In column G, indicate your marital status.
0 = Unmarried 1 = Married

DATA PROCESSING CODE NUMBER: SEC 206
X5 ANSWER SHEET

YOUR OPINIONS

In this section, you will find a series of statements about the _____ program. We want you to keep this program in mind as you respond to each of the items which follow.

Using the answer sheet provided, darken the circled letter which shows the one best response in your judgement. Use the following codes:

A = ALWAYS TRUE
B = SOMETIMES TRUE
C = FALSE
D = DON'T KNOW OR DOESN'T APPLY

The headings you'll find among the items are there only to help us process the survey. Please disregard them and simply respond to the statements. As you begin, make sure you have turned your answer sheet and are now beginning with question #1.

* * * * *

ARTICULATED LEARNING TARGETS

1. The order in which my child learns things in this subject is good. What she/he has to know in one grade is built on what was learned earlier. A B C D

2. My child seems to learn many new things in this subject rather than repeating what she/he already knows. A B C D

3. Lots of different approaches to learning are used in my child's classes for this subject, including group activities, projects, educational games, field trips, and contests. A B C D

TIME ON TASK

4. The amount of homework my child has to do in this subject is about right, neither too much nor too little. A B C D

5. My child seems to do the homework assigned in this subject. A B C D

COGNITIVE/AFFECTIVE ENTRY

6. The things my child has been asked to learn and do in this subject do not conflict with our family's beliefs. A B C D

7. Assignments in this subject are varied, so my child can choose to do something that interests him/her. A B C D

8. Sometimes my child is expected to know things that she/he has never been taught before. A B C D

9. My child seems genuinely interested in the topics covered by this subject. A B C D

10. My child seems to have enough background in this subject so that she/he doesn't have to work harder than everybody else just to keep up. A B C D

CORRECTIVE FEEDBACK

11. I know pretty well what is expected of my child in this subject. A B C D

12. I am kept informed, through means other than report cards, about how well my child is doing in this subject. A B C D

13. Extra help is available to my child when it is needed. A B C D

14. The tests in this subject seem to be fair. A B C D

15. My child's written work usually has comments on it, in addition to just a grade. A B C D

16. My child is encouraged to participate in class discussion. A B C D

17. Independent study is available to my child in this subject if she/he wants extra credit or enrichment. A B C D

LEARNING OPPORTUNITIES

18. This subject seems to appeal to all types of students, not just the really bright ones. A B C D

19. This subject seems to appeal to both boys and girls. A B C D

20. There are enough electives in this subject offered at the high school level so that my child will be able to learn all she/he wants to about it. A B C D

INSTRUCTIONAL CUES

21. My child's assignments in this subject are explained well enough so that she/he seems to understand what she/he is supposed to do. A B C D

INSTRUCTIONAL MATERIALS

22. My child can read and understand the materials used in this subject. A B C D

SUPPORT PROGRAMS

23. My child is properly placed in this subject. She/He is not asked to do work that is either too advanced or too easy. A B C D

24. When my child takes aptitude or achievement tests, I am informed about his/her scores and what they mean. A B C D

OUTCOMES

25. My child is given the grades she/he deserves in this subject. A B C D

26. I ask my child how well she/he is doing in this subject and help him/her with homework when help is needed. A B C D

27. I feel what my child has learned in this subject has helped him/her to understand him/herself and the world better. A B C D

28. My child has learned a lot that is worthwhile in this subject. A B C D

29. My child knows how to learn more on his/her own in this subject. A B C D

30. My child does learn more about it on his/her own. A B C D

31. My child learns things in this subject which do, and will, help him/her in practical, real world situations. A B C D

32. My child learns things in this subject which should help him/her succeed in college, if she/he chooses to attend. A B C D

33. This subject has taught my child basic skills that everyone who takes it should have. A B C D

Please use the remaining space to write any additional comments you have about this program or about your child's education in this district.

THANKS MUCH FOR YOUR HELP!

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GRADUATE SURVEY

_____
Program Name

Our teaching staff has been busy for the past several months conducting a thorough evaluation of our programs. Part of that evaluation will include what you, as an alumnus, think about how well we did in educating you. We're distributing this survey to several graduates, hoping you'll take a few minutes to fill it out and return it as soon as you can.

You'll notice there is a code that we've put in the corner section of the answer sheet. That number will be used only to help us with any follow-up mailings we need to do to get back as many surveys as we can. It won't be used to identify individuals. We guarantee that every person's answers will be kept absolutely confidential. The responses we get are going to be used just to tell us how alumni think we've done in providing them with an adequate education.

How To Fill Out The Answer Sheet

We're going to use a computer to tabulate the responses. Because we'll be data processing all the answers, it's important that you fill out the answer sheet carefully. Please use a DARK LEAD PENCIL not a pen, and fill in each circled number or letter completely. The machine that scores these surveys will not pick up any answers made in ink.

BACKGROUND INFORMATION

Please locate the SPECIAL CODES section in the corner of your answer sheet. In that section, you'll see columns with letter headings from A to J. Darken the circled number in each column that is the same number response you choose for each of the items below. If there is no answer sheet, just circle your responses right on this form.

In column A, indicate your sex.
0 = Male 1 = Female

In column B, indicate your race.
0 = White 3 = Oriental
1 = Black 4 = Indian
2 = Hispanic 5 = Other

In column C, show how long ago you graduated from high school.
0 = less than 1 year
1 = 1-2 years ago
2 = 3-5 years ago
3 = 6-10 years ago
4 = more than 10 years ago

In column D, show which best describes where you now live.
0 = Home/condominium you own
1 = Home/dwelling you don't own
2 = Apartment
3 = Trailer/mobile home
4 = Other

In column E, indicate your annual income (optional).
0 = $5,000 or less
1 = $6,000-10,000
2 = $11,000-15,000
3 = $16,000-25,000
4 = $26,000 or more

In column F, show what you did right after high school graduation.
0 = Attended a 4 year college
1 = Attended a technical school
2 = Got a job
3 = Joined the service
4 = Other

In column G, indicate your marital status.
0 = Married 1 = Unmarried

In column H, show the number of children you have.
0 = None
1 = 1-2 children
2 = 3-4 children
3 = 5 or more children

In column I, indicate your current employment.
0 = Professional (doctor, lawyer, teacher)
1 = Manager, executive, administrator
2 = Salesperson
3 = Clerical worker
4 = Semi-skilled worker
5 = Skilled worker (plumber, electrician)
6 = Service (minister, social worker)
7 = Government service
8 = Self employed
9 = Other

DATA PROCESSING CODE NUMBER: SEC 207
X5 ANSWER SHEET

YOUR OPINIONS

In this section, you'll find a series of statements about the _____ program. We want you to keep this program in mind as you fill out the survey. The headings you'll see among the items are there only to help us process the survey. Please disregard them and just fill in your responses.

If an answer sheet has been provided, darken the circled letter which shows the one best response in your judgement. Use the following codes:

A = ALWAYS TRUE C = FALSE
B = SOMETIMES TRUE D = DON'T KNOW OR DOESN'T APPLY

Make sure you have now turned your answer sheet and are beginning with question #1.

* * * * * * *

ARTICULATED LEARNING TARGETS

1. The order I was taught things in this subject was good. What I had to know in one grade or course was built on what I'd learned earlier. A B C D

2. This subject continually taught me new things. I didn't repeat a lot I already knew. A B C D

3. There were some things I should have been taught in this subject but wasn't. A B C D

4. Some of what I learned in this subject really helped me in other subjects. A B C D

COGNITIVE/AFFECTIVE ENTRY

5. I was never asked to learn or do anything in this subject that conflicted with my personal beliefs. A B C D

6. Sometimes I was expected to know things in this subject that I hadn't ever been taught before. A B C D

7. My attitude about this subject was generally pretty positive. A B C D

LEARNING OPPORTUNITIES

8. This subject seemed to appeal to all kinds of students, not just the really bright ones. A B C D

9. This subject seemed to appeal to both males and females. A B C D

10. There were enough elective courses offered in this subject so that I could learn all I really wanted to know about it. A B C D

INSTRUCTIONAL MATERIALS

11. The materials used in this subject were written in an interesting way. A B C D

12. The materials had up-to-date information in them. A B C D

13. I could read and understand the materials we used in this subject. A B C D

14. The library (media center) seemed to have plenty of materials related to this subject. A B C D

15. I was told about how knowing this subject might help me get a job related to it, if I had wanted to do that. A B C D

16. Whenever I took an aptitude or achievement test, I was told what my scores were and what they meant. A B C D

PROGRAM OUTCOMES

17. Some of what I learned in this subject I've been able to apply to practical, real world situations. A B C D

18. What I learned in this subject could have (or did) help me get a job related to it. A B C D

19. What I learned in this subject could have (or did) help me in college . A B C D

20. After several years, I think now this subject helped me to understand myself and the world better. A B C D

21. This subject helped me appreciate some things I hadn't thought much about before. A B C D

22. I feel I learned a lot that was worthwhile in this subject. A B C D

23. I was shown how to learn more about this subject on my own. A B C D

24. I do learn more about this subject on my own. A B C D

25. I think I learned the essential things that anyone reasonably knowledgeable about this subject might expect me to know. A B C D

26. I was involved in extra curricular activities (like clubs, contests, projects, committees) related to this subject when I was in school. A B C D

27. Of all the subjects I took in school, this was one of my favorites. A B C D

Please use the back of this form to write any additional comments you have about this program or about your education generally.

THANKS MUCH FOR YOUR HELP!

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COMMUNITY PARTICIPATION SUMMARY INSTRUCTIONS

One factor that the research tells us influences student performance is the amount and quality of community support for education. Although the district data base is likely to have some general findings about community support and involvement in district activities overall, this form will enable you to see how much the community gets involved in and supports your program directly.

In the Media Coverage section, you should include both print and electronic media exposure given your program. Articles in newspapers about the program should certainly be included or summarized. Television and radio coverage should also be included. Both media-requested and district-prompted coverage are fair game; it doesn't matter whether a reporter came out and did a story on his/her own or if you submitted a news release.

In the Work Study/Coop Employers section, you may want to group the information as you did on the student performance summary. Or you can simply note that the data are available on that other form without having to transfer it. In addition to district sanctioned placements of program students, you should also include "internships" as you did on the earlier form, or you could make estimates of students employment in businesses which are not part of the formal, district-sanctioned vocational program.

In the Other Program Related Activities section, you can include anything that's not included before. As an example, if businesses, libraries, or other public places display student work, list such arrangements. If civic performing groups invite your students to participate in their performances, show that. If city officials or service groups sponsor activities like contests that relate to your program, include those.

As always, if this form constrains you from showing what it is intended to show, make modifications or add sheets.

COMMUNITY PARTICIPATION SUMMARY

SCHOLARSHIPS

Group Providing Scholarship	Recipients' Qualifications	$ Amount	# Recipients	Year Rec'd
1.				
2.				
3.				
4.				
5.				

SUPPORT ORGANIZATIONS/BOOSTER CLUBS

Name	Function
1.	
2.	
3.	

ADVISORY COMMITTEES/TASK FORCES/GROUPS

Name	Function
1.	
2.	
3.	

VOLUNTEER PROGRAMS/SCHOOL AIDES

Name	Function	# Involved
1.		
2.		
3.		

RESOURCE SPEAKERS/PRESENTERS AT PROGRAM RELATED ASSEMBLIES

Name	Function
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	

MEDIA COVERAGE

Medium Name	Ave. # Articles/ Reports Annually	Content of Coverage	Quality of Coverage
1.			
2.			
3.			
4.			
5.			

WORK STUDY/COOP EMPLOYERS (if listing is extensive, summarize types of employment or add a page)

Business Name	Ave. # of Students Employed Yearly	Type(s) of Student Jobs
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

OTHER PROGRAM RELATED ACTIVITIES WHICH SHOW PROGRAM SUPPORT OR COOPERATION WITH PROGRAM

TESTS AND PERFORMANCE CHECK LIST AND SUMMARY INSTRUCTIONS

The forms included in this next section of the handbook are designed to give you a broad picture of how well students do in the current program, one form of outcome evidence.

TYPE OF TEST CHECK LIST

The purpose of this instrument and directions for using it are printed right on the form. It's important to understand that one checklist should be completed for every district administered test that measures, totally or partially, your students' abilities. It's also a good idea to complete the checklists before you begin on the Student Achievement Summary, which follows the form, since your findings on this part will have a bearing on how you view the results of tests in the next.

STUDENT ACHIEVEMENT SUMMARY

This form was designed to give you not only an overview of tests and grades but to enable you to see how well teachers' grades predict or reflect the other measures of student achievement like college grades and standardized tests. One of the great controversies in education for the past decade and more has been about grade inflation. Many districts use standardized tests and college grades as a cross check on assigned grading practices by district personnel. When you get to the final analysis, you will want to have some notion of how adequate standardized tests used by the district are as well as what kind of consistency there is between teacher assigned grades and out-of-district measures of students achievement. The Type of Test Check List and this summary will give you a better picture of both.

K-12 Grades

There is a section earlier in this handbook asking for grade-by-grade and course-by-course grades. That form is called simply GRADES. This form asks at the top for an even broader grouping of grades, by having you list by level—elementary, middle/junior high, and senior high—what grade groupings are. If it is easier to use the earlier form to make the comparisons this form is intended to enable you to make, do so.

Higher Education Program-Related Grades

Information about how well graduates who attend college do is collected in the district data base. However, the data base information about how graduates fare deals with grades for all programs. In most instances, you will simply have to distill from the district data base what the college grades for your program's graduates are.

If the summary is not formatted in a way that is easy to use, feel free to modify it. The point is to have a single page showing achievement measures that will permit you to make some comparisons about teacher grades versus outside measures.

STUDENT PERFORMANCE SUMMARY

This form was devised to give you an overview of students' participation in program related activities and to have a look at those kinds of classroom related activities which are not easily measured with paper and pencil methods. Some programs, like art, music, physical education, vocational, and the like, will not have standardized test scores which apply to them. In those programs, achievement is a matter of "doing" and then applying teacher judgements about the quality of what students have done. As a

guage of teacher judgements, some activities will receive awards, ratings, etc. which are asked for in this form.

The last two sections of this form are more general than the others. But, in addition to including employment and volunteer assignments, you might include in that section or in the descriptive section concluding the form things like students working in district sponsored day care centers or if your schools have a program in which students do internships with doctors, lawyers, and other professionals, those should be included too.

All the inclusions on this form should be directly related to your program. If you find you need more room for listings or a different format to accomplish your purpose, add sheets or make modifications of this form. Work study and coop placements do not need to be listed individually, if they're very numerous. Group them if necessary.

TYPE OF TEST CHECK LIST

Since one of the most important pieces of outcome evidence you will use in determining your program's effectiveness will be students' scores on standardized (purchased outside the district) and locally developed achievement and aptitude tests, you'll need to have some idea about how adequate these tests really are. Tests that truly measure what is being taught--and more importantly what your listing of learner expectations state should be learned--are powerful tools for analyzing program effectiveness. On the other hand, tests that do not measure what is taught or what should be learned or tests that are not used will have to be viewed with caution when you reach the final, evaluation phase of the self study.

This check list will help you make some determinations about how adequate your current testing program is and how much the test results you have should be used in determining the program's effectiveness. Each test (other than teacher made classroom tests of course) that relates to your program, should be analyzed using this checklist. Fill out one checklist for each test that is totally or partially a test of this program's students' abilities.

Name of Test _____

Test Publisher _____ Date of Test's Development _____

If this is a norm referenced test, please supply the following information:

Description of norm group used:

The grades and months of the year the test is administered:

If this is a criterion referenced test, please supply the following information:

The group which developed the test,
if other than the publisher:

The criterion used to judge mastery:
(i.e., 3 of 4 items on a concept,
80% of all items, etc.)

The grades and months of the year the test is administered:

OVERALL RATING

When you have finished this checklist, come to a consensus about whether the test is

___ Excellent ___ Good ___ Fair ___ Poor

In this section, we want you to analyze the test or the segment of the test which relates to your program. Please use the following scale:

Yes ⟷ No Uncertain
1 2 3 4 ?

Circling a 1 means a definite "yes" while circling a 4 means a definite "no" to the questions posed in the items below. The numbers in between 1 and 4 can be used to indicate the degree to which you feel the situation implied in the questions is the case. Circling a question mark means you are not sure.

* * * * * * *

TEST VALIDITY	Yes			No	
1. Does this test adequately measure what is now being taught in this district's program?	1	2	3	4	?
2. Are there test items for an adequate number of the learner expectations you have developed for this program?	1	2	3	4	?
3. Does the sequence of test items related to the learner expectations match the sequence in the expectations listing you have developed?	1	2	3	4	?
4. Are students' scores on this test consistent with other measures of their ability, measures such as teacher judgements, grades in the program, college grades, etc.?	1	2	3	4	?
5. Do most teachers believe this test adequately measures what should be taught in this program?	1	2	3	4	?
6. Do board of education members believe this test adequately measures what should be taught in this program?	1	2	3	4	?
7. Does the public generally believe that this test adequately measures what ought to be taught in this program?	1	2	3	4	?
TEST USES					
8. Are this test's results used to determine how local students compare with students in other parts of the state and nation?	1	2	3	4	?
9. Are this test's results used to keep the public informed of student achievement?	1	2	3	4	?
10. Are this test's results used to keep the public informed of student achievement?	1	2	3	4	?
11. Are this test's results used to verify how well locally developed student performance standards are set?	1	2	3	4	?
12. Are the items in this test used as the guide for determining what local student performance standards should be?	1	2	3	4	?
13. Are this test's results used to promote or retain individual students?	1	2	3	4	?
14. Do teachers use this test's results to confirm or deny their own judgements about students' abilities?	1	2	3	4	?
15. Do teachers receive the scores of students with whom they work?	1	2	3	4	?
16. Do teachers use this test's results to diagnose individual student's learning progress and to prescribe remedial and/or enrichment activities?	1	2	3	4	?
17. Do all students who take this test receive their scores?	1	2	3	4	?

		Yes			No	
18.	Are all students given an adequate explanation of what their scores mean?	1	2	3	4	?
19.	Do the parents of students who take this test find out the scores and are they given an explanation of what they mean?	1	2	3	4	?
20.	Does the school board receive a summary of students' scores on this test?	1	2	3	4	?
21.	Do the local media receive summaries of students' scores on this test?	1	2	3	4	?
22.	Are this test's results used to place students in courses or ability levels?	1	2	3	4	?
23.	Are the test scores used in determining a student's grade in a year or course?	1	2	3	4	?
24.	Are this test's results used to identify students in need of remedial instruction?	1	2	3	4	?
25.	Do students identified as having poor scores on this test receive remedial instruction?	1	2	3	4	?
26.	Are this test's results used as one basis for program staff inservice?	1	2	3	4	?
27.	Are this test's results ever used to seek additional support from the school board?	1	2	3	4	?
28.	Are this test's results used to counsel students about post high school plans?	1	2	3	4	?

In this section, we'd like you to rate what you think the importance of this test is to certain groups, using the following scale:

1 = Very Important 2 = Important 3 = Unimportant

How important, then, do you think this test's results are to:

29.	teachers	1	2	3	32.	administrators	1	2	3
30.	students	1	2	3	33.	the board of education	1	2	3
31.	parents	1	2	3	34.	counselors	1	2	3

OPPORTUNITIES FOR STUDENTS TO LEARN WHAT IS TESTED

Estimated Time Devoted To Teaching What Is Tested	K-2	3-5	6-8	Required 9-12	Elective 9-12
Less than 10%	___	___	___	___	___
11%-25%	___	___	___	___	___
26%-50%	___	___	___	___	___
51%-75%	___	___	___	___	___
76% or more	___	___	___	___	___

DIRECTIONS: Put one X in each column to show your estimate.

On this page you should report the test results from this test for the past 5-7 years or for as many years as results are available. If the test is norm referenced, use the top section, labelled as such. In that space, you are to list, for each year the test has been administered, the percentage of students taking the test who scored in each of the percentile groupings shown.

If this is a criterion referenced or competency test, use the lower section marked for this type of test.

Please feel free to modify the headings and display results in a way that you have the scores or that would be more suitable to the particular test you are analyzing.

NORM REFERENCED TEST

School Year Administered	Percentile Groupings			
	1st-25th	26th-50th	51st-75th	76th-99th

CRITERION REFERENCED TEST

School Year Administered	Percentage of Students Passing: First Attempt	Percentage of Students Failing: Final Attempt

Because test scores can deviate from year to year for a variety of reasons, some of which can be identified (administering it at different times, some students not being available, administering it under different conditions when instructions may vary, the room uncomfortable, etc.) and some of which cannot be identified. If there are any comments which should be made to make the above scores more understandable, please describe them briefly below.

STUDENT ACHIEVEMENT SUMMARY

Program Name _____

K-12 GRADES

Level	# Students	% A's	% B's	% C's	% D's	% F's	% Inc	Overall Grade Point Average
Elem. Grades/Equivalents								
JHS/Middle School								
Senior High School								

HIGHER EDUCATION PROGRAM-RELATED GRADES

Institution Name	# Students	% A's	% B's	% C's	% D's	% F's	% Inc	Overall Grade Point Average
1.								
2.								
3.								
4.								
5.								
6.								

NORM REFERENCED TEST SCORES

Test Name	Grade Administered	# of Students	Percentile Groupings				Group Average
			1st-24th	25th-49th	50th-74th	75th-99th	
1.							
2.							
3.							
4.							

CRITERION REFERENCED TEST SCORES

Test Name or Skills Tested	Grade Administered	# of Students	% Passing First Atempt	% Failing Final Attempt	Sanction for Failing
1.					
2.					
3.					
4.					

STUDENT PERFORMANCE SUMMARY

IN-DISTRICT PERFORMANCES (concerts, plays, talent nights, sports events, etc.)

Performance Name	# of Students	Ave # Events Yearly	Nature of Performance
1.			
2.			
3.			
4.			
5.			

OUT OF DISTRICT PERFORMANCES (tours, sports events, contests, academic fairs, etc.)

Performance Name	# of Students	Ave # Events Yearly	Nature of Performance	Awards, Ratings Standing, etc.
1.				
2.				
3.				
4.				
5.				

IN CLASS PROJECTS (see Outcomes Section of Teacher Survey II)

Project Name	# of Students	Ave # Projects Yearly	Nature of Project	Ave Grades
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

CLUBS AND OTHER EXTRA CURRICULAR ACTIVITIES

Activity Name	# of Students	Activity Function and Products if any	Awards, Ratings, Product Quality
1.			
2.			
3.			
4.			

WORK STUDY, COOP PLACEMENTS, VOLUNTEER ASSIGNMENTS, INTERNSHIPS (see Employer Survey in District Data Base)

Site Name	# of Students	Student Function on Site	Estimate: Student Performance Quality
1.			
2.			
3.			
4.			
5.			

OTHER (Specify and Describe)

TEST RESULTS EXPECTED AND ACHIEVED

Complete one of these forms for each norm referenced test which students take.

Test Name: _____

Grades Administered: _____ Grade Level This Report is About: _____

Norm Group: _____

Subjects Tested:					
Number of students with aptitude scores in 1st to 25th percentile Number of students with test scores in 1st to 25th percentile					
Number of students with aptitude scores in 26th to 50th percentile Number of students with test scores in 26th to 50th percentile					
Number of students with aptitude scores in 51st to 75th percentile Number of students with test scores in 51st to 75th percentile					
Number of students with aptitude scores in 75th to 99th percentile Number of students with test scores in 75th to 99th percentile					

Aptitude Measure Used: